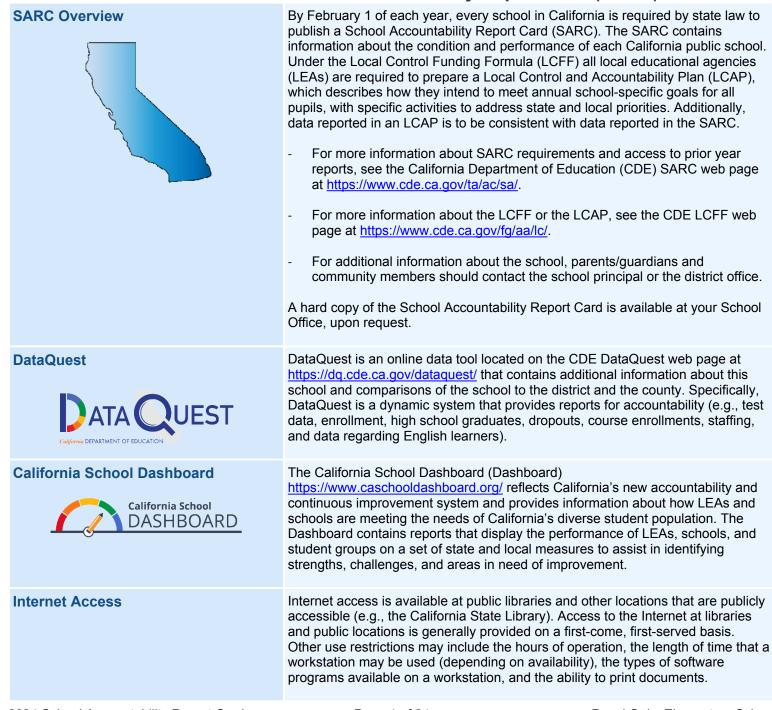# Royal Oaks Elementary School
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## 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. |
| | A hard copy of the School Accountability Report Card is available at your School Office, upon request. |
| 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. |

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

| | |
|---|---|
| **School Name** | Royal Oaks Elementary School |
| **Street** | 1323 S. Clover |
| **City, State, Zip** | Visalia, California 93277 |
| **Phone Number** | 559-730-7787 |
| **Principal** | Amanda Cooper |
| **Email Address** | acooper01@vusd.org |
| **School Website** | https://www.vusd.org/royaloaks |
| **Grade Span** | P-8 |
| **County-District-School (CDS) Code** | 54-72256-6054670 |

## 2024-25 District Contact Information

| | |
|---|---|
| **District Name** | Visalia Unified School District |
| **Phone Number** | 559-730-7300 |
| **Superintendent** | Kirk Shrum |
| **Email Address** | kshrum@vusd.org |
| **District Website** | www.vusd.org |

## 2024-25 School Description and Mission Statement

DESCRIPTION OF SCHOOL
In the 2024-2025 school year, Royal Oaks Elementary School serves on average 450 students in person in grades PreK-6. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups. ELD is provided to our English Learners through both Designated and Integrated lessons throughout the school day.

## 2024-25 School Description and Mission Statement

During the 2024-2025 school year, Royal Oaks, along with VUSD, will focus on four embedded practices to guide our work:
1. Students are recognized and valued in a safe environment through the implementation of essential routines and procedures.
2. Students demonstrate learning in standards-based experiences that foster communication, collaboration, creativity, and critical thinking through research-based instructional strategies and intentional engagement structures.
3. Students develop and embrace a growth mindset through reflection and opportunities to show growth in a supportive learning environment.
4. Students have multiple opportunities to read, write, listen, and speak in all content areas.

Royal Oaks believes and is committed to
- All students can achieve at high levels and demonstrate continuous growth
- Providing high-quality learning experiences that allow all students to reach their fullest potential
- Equipping students and staff with the educational tools necessary for achievement and growth
- Family and community engagement is key to student success
- Providing families and community members pathways of connectivity to the education system
- Facilitating timely and consistent communication to position families to participate in their students' learning experiences
- Learning environments should be safe, supportive, and innovative
- Creating physical and social-emotional safety in all learning environments
- Providing all students, the academic and social supports needed to be successful
- Designing learning environments that drive innovative practices to improve student outcomes
- Ensuring all students are known by their name, welcomed each day, and connected to meaningful activities

ROYAL OAKS MISSION: Every student learning every day!
ROYAL OAKS VISION: Empowering leaders every day!

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 61 |
| Grade 1 | 51 |
| Grade 2 | 57 |
| Grade 3 | 74 |
| Grade 4 | 78 |
| Grade 5 | 83 |
| Grade 6 | 56 |
| Grade 7 | 10 |
| Grade 8 | 21 |
| Total Enrollment | 491 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.3 |
| Male | 51.7 |
| Asian | 2.4 |
| Black or African American | 1.2 |
| Filipino | 0.4 |
| Hispanic or Latino | 76.8 |
| Two or More Races | 2.4 |
| White | 15.3 |
| English Learners | 11.2 |
| Foster Youth | 0.6 |
| Homeless | 2 |
| Migrant | 1 |
| Socioeconomically Disadvantaged | 77.8 |
| Students with Disabilities | 10.8 |

## 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) | 20.60 | 91.18 | 1187.10 | 86.89 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.00 | 8.82 | 67.90 | 4.97 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 54.60 | 4.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 31.20 | 2.29 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 25.30 | 1.86 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.60 | 100.00 | 1366.30 | 100.00 | 274759.10 | 100.00 |

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) | 34.10 | 82.97 | 1227.70 | 88.08 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 3.00 | 7.30 | 71.60 | 5.14 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.00 | 9.73 | 35.30 | 2.53 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 27.10 | 1.95 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 31.90 | 2.29 | 15831.90 | 5.67 |
| Total Teaching Positions | 41.10 | 100.00 | 1393.80 | 100.00 | 279044.80 | 100.00 |

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.

## 2022-23 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) | 23.50 | 84.56 | 1166.60 | 85.45 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 4.00 | 14.36 | 70.00 | 5.13 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.20 | 1.04 | 47.10 | 3.46 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 35.90 | 2.63 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 45.50 | 3.33 | 14303.80 | 5.15 |
| Total Teaching Positions | 27.80 | 100.00 | 1365.30 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 3.00 | 0 |
| Misassignments | 0.00 | 1.00 | 0.2 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 4.00 | 0.2 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 1.5 | 4.1 |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.20 | 0 | 0 |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | December 2024 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Reading Language Arts:<br>McGraw Hill Wonders K-5 (2014)<br>Pearson My Perspectives Grade 6 (2017)<br>Heggerty Phonetic Awareness (2022)<br>Fundations, Wilson Language, K-2 (2023)<br><br>Supplemental:<br>Leveled Guided Reading Books<br>Leveled Literacy Intervention (2015) | Yes | 0% |
| **Mathematics** | Houghton Mifflin Harcourt Go Math! (2015) | Yes | 0% |
| **Science** | Base: McGraw Hill Inspire Science (2019) | Yes | 0% |
| **History-Social Science** | Base: McGraw-Hill IMPACT Social Studies (2018) | Yes | 0% |
| **Health** | Goodheart-Wilcox Essential Health  (2021) | Yes | 0% |
| **Visual and Performing Arts** | Silver Burdett (Classroom Music Grade 4-6)<br>Strictly Strings (Orchestra)<br>Standard of Excellence (Band) | Yes | 0% |

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

## School Facility Conditions and Planned Improvements

Royal Oaks Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning, including sufficient classrooms, playgrounds, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public-School Construction. The results of this survey are available at the district

## School Facility Conditions and Planned Improvements

office. Currently, Royal Oaks has 3 temporary portables on campus to house VAPA and PE needs. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

MAINTENANCE AND REPAIR

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
No other emergency facilities needs exist at this school.

CLEANING PROCESS AND SCHEDULE

In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROGRAM

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

FACILITIES IMPROVEMENTS
Continued improvements are made to the campus, as deemed necessary. In Summer of 2022, the entire exterior of Royal Oaks was painted. Daily, Weekly, and Monthly maintenance is done to ensure facilities are in proper shape for students and staff.

| Year and month of the most recent FIT report | 1/6/2024 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | : GIRLS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) |
| **Interior:** Interior Surfaces | | X | | 11: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 20: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE HOLES. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. HOLES/DRY ROT ON EAVES. 22: 4. CEILING TILE HAS A HOLE. CARPET IS WORN AND TORN. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON EAVES. |

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | 55: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>56: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.<br>63: 4. WALLPAPER IS TORN. CEILING TILE IS LOOSE.<br>71: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING.<br>80: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.<br>81/ MATH LAB: 4. CEILING TILES ARE BROKEN. CARPET IS TORN.<br>COUNSELOR/72: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW.<br>MPR: 4. FLOOR TILES ARE BROKEN (STAGE ALSO). 7. TWO LIGHT PANELS ARE OUT.(STAGE) MULTIPLE LIGHTBULBS ARE OUT.(STAGE)<br>NURSE: 4. CEILING TILES HAVE WATER STAINS. 7. SENSOR IS LOOSE FROM CEILING.<br>RESOURCE ROOM: 4. CEILING TILE HAS A WATER STAIN.<br>STAFF/ RESOURCE ROOM: 4. CEILING TILE HAS A WATER STAIN. 15. DOOR CLOSER COVER IS BROKEN. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>20: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE HOLES. CARPET IS WORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAPIS NOT POSTED.<br>33: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.<br>50: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAPIS NOT POSTED.<br>51: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>56: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.<br>60: 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>61: 5. UNSECURED ITEMS ARE STORED TOO HIGH.9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAPIS NOT POSTED. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | 62: 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>80: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. |
| **Electrical** | | X | | 23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>66: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.<br>71: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING.<br>75: 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED.<br>80: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.<br>NURSE: 4. CEILING TILES HAVE WATER STAINS. 7. SENSOR IS LOOSE FROM CEILING. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | | | X | 11: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW.<br>21: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. HOLES/DRY ROT ON EAVES.<br>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>33: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.<br>43: 9. DRINKING FOUNTAIN HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED.<br>51: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>52: 9. FAUCET HAS A LOW FLOW.<br>55: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>56: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.<br>61: 5. UNSECURED ITEMS ARE STORED TOO HIGH.9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAPIS NOT POSTED.<br>BOYS RESTROOM: 9. FAUCET HAS A DRIP.<br>COUNSELOR/72: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW. |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | GIRLS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)<br>GIRLS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.<br>STAFF UNISEX RESTROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)<br>UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | 23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>31: 10. EVACUATION MAP IS NOT POSTED.<br>32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAPIS NOT POSTED.<br>33: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.<br>42: 10. EVACUATION MAP IS NOT POSTED.<br>43: 9. DRINKING FOUNTAIN HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED.<br>50: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAPIS NOT POSTED.<br>51: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>55: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>61: 5. UNSECURED ITEMS ARE STORED TOO HIGH.9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAPIS NOT POSTED.<br>66: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.<br>80: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. |
| **Structural:**<br>Structural Damage, Roofs | X | | | 21: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. HOLES/DRY ROT ON EAVES.<br>22: 4. CEILING TILE HAS A HOLE. CARPET IS WORN AND TORN. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON EAVES. |
| **External:** | X | | | BOYS RESTROOM: 15. WINDOW IS BROKEN. |

## School Facility Conditions and Planned Improvements

| Playground/School Grounds, Windows/Doors/Gates/Fences | | | GIRLS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. STAFF/ RESOURCE ROOM: 4. CEILING TILE HAS A WATER STAIN. 15. DOOR CLOSER COVER IS BROKEN. |
|---|---|---|---|

## 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).

**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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 31 | 32 | 42 | 43 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 20 | 20 | 26 | 28 | 34 | 35 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 343 | 330 | 96.21 | 3.79 | 32.12 |
| Female | 179 | 170 | 94.97 | 5.03 | 32.94 |
| Male | 164 | 160 | 97.56 | 2.44 | 31.25 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 256 | 249 | 97.27 | 2.73 | 30.12 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 14 | 12 | 85.71 | 14.29 | 33.33 |

| | 60 | 57 | 95.00 | 5.00 | 38.60 |
|---|---|---|---|---|---|
| **White** | 60 | 57 | 95.00 | 5.00 | 38.60 |
| **English Learners** | 36 | 36 | 100.00 | 0.00 | 11.11 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 267 | 261 | 97.75 | 2.25 | 32.57 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 44 | 41 | 93.18 | 6.82 | 19.51 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| **All Students** | 343 | 329 | 95.92 | 4.08 | 19.76 |
| **Female** | 179 | 170 | 94.97 | 5.03 | 15.29 |
| **Male** | 164 | 159 | 96.95 | 3.05 | 24.53 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 256 | 249 | 97.27 | 2.73 | 17.27 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 14 | 12 | 85.71 | 14.29 | 8.33 |
| **White** | 60 | 56 | 93.33 | 6.67 | 33.93 |
| **English Learners** | 36 | 36 | 100.00 | 0.00 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 267 | 260 | 97.38 | 2.62 | 17.69 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 44 | 40 | 90.91 | 9.09 | 12.50 |

## 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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 23.38 | 25.74 | 26.54 | 25.54 | 30.29 | 30.73 |

## 2023-24 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 | 109 | 102 | 93.58 | 6.42 | 25.49 |
| Female | 52 | 47 | 90.38 | 9.62 | 29.79 |
| Male | 57 | 55 | 96.49 | 3.51 | 21.82 |
| 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 | 77 | 74 | 96.10 | 3.90 | 18.92 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 22 | 20 | 90.91 | 9.09 | 45.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 79 | 77 | 97.47 | 2.53 | 23.38 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 11 | 10 | 90.91 | 9.09 | -- |

## 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.

## 2023-24 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.   The administration of the PFT requires only participation results 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 | 90% | 90% | 87% | 91% | 87% |
| Grade 7 | 61% | 61% | 61% | 61% | 61% |

## 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.

## 2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Royal Oaks Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including, but not limited to, attending school functions (e.g., Back-to-School Night, Annual Fall Carnival, PTA family nights, Open House, STEM Night, Literacy Night, SEL Nights), volunteering in classrooms, chaperoning field trips, and participating in parent-teacher conferences. Parents may also serve on advisory committees and leadership teams.  Currently, Royal Oaks offers the following for parents to be involved in; the English Learners Advisory Committee (ELAC), School Site Council (SSC), and the Parent-Teacher Association (PTA). Additional opportunities for parental involvement also exist at the district level (e.g., DAC, DELAC).

To promote open and regular communication with parents, Royal Oaks sends out weekly emails through our Blackboard Connect electronic messaging system. We also maintain a calendar of events on our school website. Class Dojo and/or email communication is utilized by all teachers and administration to relay messages to parents. Our school's website is updated every Friday with calendar events and other happenings.

Parents who would like more information on how to become involved may contact our front office at (559) 730-7787, or go to our district and school website for links. All parents who volunteer at our school are required to complete the VUSD Volunteer Training, which is available on the district website, and a link on the school website.  VUSD has three levels of volunteering and it is important that parents be sure to complete the level that best suits their desire to volunteer with our school.

If interested in more information, please contact Amanda Cooper at acooper01@vusd.org  or at 559-730-7787.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 564 | 544 | 124 | 22.8 |
| Female | 279 | 266 | 51 | 19.2 |
| Male | 285 | 278 | 73 | 26.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 14 | 5 | 35.7 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 427 | 413 | 95 | 23.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 17 | 14 | 6 | 42.9 |
| White | 89 | 87 | 13 | 14.9 |
| English Learners | 72 | 68 | 20 | 29.4 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 22 | 21 | 10 | 47.6 |
| Socioeconomically Disadvantaged | 445 | 430 | 108 | 25.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 79 | 74 | 19 | 25.7 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 1.62 | 1.26 | 4.08 | 5.15 | 5.4 | 5.88 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.19 | 0.25 | 0.2 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 4.08 | 0.00 |
| Female | 2.87 | 0.00 |
| Male | 5.26 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 7.14 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 3.04 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 5.62 | 0.00 |
| English Learners | 2.78 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 13.64 | 0.00 |
| Socioeconomically Disadvantaged | 4.27 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 6.33 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

## 2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Royal Oaks Elementary School SSC reviewed the CSSP on October 3, 2024 and approved on December 5, 2024. It was also reviewed with staff on September 23, 2024, in conjunction with ALICE training for all staff members.
This includes:
- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

## 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.

## 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 | 18 | 5 | 1 | |
| 1 | 20 | 3 | 4 | |
| 2 | 20 | 2 | 5 | |
| 3 | 23 | 1 | 5 | |
| 4 | 24 | 1 | 10 | |
| 5 | 21 | 4 | 9 | |
| 6 | 23 | 3 | 13 | |
| Other | 16 | 2 | | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 19 | 2 | 2 | |
| 1 | 22 | 1 | 2 | |
| 2 | 23 | 1 | 3 | |
| 3 | 20 | 3 | 2 | |
| 4 | 23 | 4 | 8 | |
| 5 | 23 | 3 | 7 | |
| 6 | 18 | 5 | 6 | |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 20 | 6 | | |
| 1 | 20 | 1 | 6 | |
| 2 | 22 | 1 | 6 | |
| 3 | 19 | 4 | 6 | |
| 4 | 20 | 5 | 6 | |
| 5 | 22 | 3 | 7 | 1 |
| 6 | 16 | 6 | 4 | |

## 2023-24 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** | 245.5 |

## 2023-24 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.  The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3 |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | 7,452.69 | 1,810.27 | 5,642.42 | 82,531.53 |
| District | N/A | N/A | 4,172.81 | $86,565 |
| Percent Difference - School Site and District | N/A | N/A | 29.9 | -4.8 |
| State | N/A | N/A | $10,771 | $94,625 |
| Percent Difference - School Site and State | N/A | N/A | -62.5 | -13.7 |

## Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs
Title I, Part A, School & District Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV Part A SSAE
ESSER I, II, & III
IDEA, Special Education

State Programs

## Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

The students at Royal Oaks benefit from many other research-based interventions that are designed to address the individual needs of our students. Students at Royal Oaks receive interventions based upon a Multi-Tiered System of Support where all students receive Tier I instruction for both academics and Social Emotional well-being. Students needing more support may either be receiving Tier 2 or 3 supports. This tiered system ensures that all students receive individual supports to be successful.

- A district provided student success teacher (SST) to support reading is on site and utilizes LLI to work with students performing below grade level proficiency. The support of the SST is focused primarily on 2nd grade. This is in addition to our Ed. Specialists and Speech and Language Pathologist who work with our students who have been identified to have a special need.
- Our school library is open and available to all students throughout the day.
- The Tier 2 team meets weekly to discuss academic and social emotional needs of students.
- Royal Oaks has a full time Behavior Intervention Technician, who works closely with an identified. The BIT supports the Royal Oaks PBIS - PAWS program.
- Royal Oaks also employs a district provided Instructional Coach who works closely with teachers to provide individualized professional learning and supports the planning and delivery of curriculum to meet the needs of all students. Our site coach's focus this year has been to support our district newly adopted Fundations program in grades K-2 in addition to the VUSD Embedded Practices.

\* Royal Oaks has the support of a Social Worker 2 days a week who works with students in both small groups and 1:1 settings.

- This PD is based upon teacher's needs and interests. Training has also been provided to Classified Staff to provide instruction and for quality supervision to ensure student's safety.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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** | $60,666 | $56,573 |
| **Mid-Range Teacher Salary** | $87,672 | $87,186 |
| **Highest Teacher Salary** | $117,330 | $119,665 |
| **Average Principal Salary (Elementary)** | $158,625 | $148,486 |
| **Average Principal Salary (Middle)** | $151,260 | $154,835 |
| **Average Principal Salary (High)** | $169,694 | $170,008 |
| **Superintendent Salary** | $302,702 | $338,699 |
| **Percent of Budget for Teacher Salaries** | 28.54 | 31.41 |
| **Percent of Budget for Administrative Salaries** | 6.11 | 4.86 |

## Professional Development

Royal Oaks School has been intentional in planning and executing our focus for the school year. This year we have focused providing the best first instruction to students, with a specific focus on Balanced Literacy. Teachers utilize district adopted

## Professional Development

Pacing Guides to plan instruction in both reading and math. Students are assessed through district developed Standards Mastery assessments and teacher created Common Formative Assessments. The results from these assessments are discussed in collaboration with grade level PLCs. Royal Oaks K-2 teachers have focused on providing phonics instruction utilizing Fundations. Teachers in these grade levels have participated in multiple hours of mandated training throughout the year. Guided Reading and small group instruction is happening in all grade levels. Continuous professional development in ELA, technology, classroom management, and engagement structures has also been offered to teachers. The Guiding Coalition at Royal Oaks continues to meet to determine the area of focus for our school site. The district funded i-Ready program is used for students data collection to determine growth and areas of need. Classes are working to complete i-Ready lessons with mastery.


Professional Development for all certificated staff members is also provided throughout the year, at Monday Staff meetings and on Minimum Days. Teachers also have the opportunities to attend additional Professional Development opportunities provided by both the district and the county office.
All teachers are given the opportunity to attend professional development provided by our county office, when applicable.

Teachers and Classified Staff are encouraged to seek and participate in Professional Development for self-growth that enhances their skills to provide instruction to students and support for social emotional well-being.


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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 8 | 8 | 14 |