

Victoria Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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/
Grade Span	P-6
County-District-School (CDS) Code	30-66597-6029490

2025-26 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	www.nmusd.us

2025-26 School Description and Mission Statement

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, a Campaign for Business & Education Excellence Honor Roll School in 2009 and 2014, and ranked among the best elementary schools in U.S. News & World Report for 2025. 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

2025-26 School Description and Mission Statement

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."

Our multi-tiered system of support (MTSS) provides all students with the academic and social-emotional support needed to thrive in school and beyond. Our categorical funds provide staffing for three intervention teachers to provide extra time and support in the area of foundational literacy, while a full-time counselor provides support and professional development training in the area of social-emotional well-being. We believe our mission can only be accomplished through the combined efforts of the school, parents, and community. We are very fortunate to have an active and supportive PTA, ELAC, and SSC. Students benefit from many enriching programs and experiences because of the PTA and community affiliations.

We are very proud of our school and the commitment of everyone involved. We take great pride in our students and the community we serve – Go Voyagers!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	34
Grade 2	33
Grade 3	53
Grade 4	30
Grade 5	41
Grade 6	54
Total Enrollment	301

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
Asian	0.3
Filipino	1
Hispanic or Latino	54.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.6
White	37.9
English Learners	20.6
Foster Youth	0.3
Homeless	11
Socioeconomically Disadvantaged	57.1
Students with Disabilities	23.6

A. Conditions of Learning

State Priority: Basic

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

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

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)	15.4	75.6	869.9	93.8	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.9	0.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	0.31	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.8	0.42	11953.1	4.28
Unknown/Incomplete/NA	5	24.4	49.8	5.37	15831.9	5.67
Total Teaching Positions	20.4	100	927.4	100	279044.8	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.

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)	17.9	85.67	881.5	93.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.7	0.08	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.78	6.4	0.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	2	9.55	43	4.56	14303.8	5.15
Total Teaching Positions	20.9	100	944.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	16.7	84.84	884.5	92.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.2	0.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	3	15.16	49.2	5.18	13705.8	4.91
Total Teaching Positions	19.7	100	951.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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 technology and a library/media center. 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

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: McGraw-Hill: Big Books & My Word Book, 2022 Grades K-6: McGraw-Hill: California Wonders, 2017 *Grade K: Reading/Writing Workshop texts (11 units) *Grade 1: Reading/Writing Workshop texts and Literature Anthology texts (4 volumes) *Grades 2-6: Reading/Writing Workshop text and Literature Anthology text	0%
Mathematics	TK: The Math Learning Center: Bridges in Mathematics, 2017 (Student materials include manipulatives, number mats, and story collections) Grades K-6: Imagine Learning: Imagine IM, 2024 (Student materials include workbooks and manipulatives)	0%
Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017 Grades K-6: Savvas Learning: elevateScience, 2024 (Science Specialists supplement this curriculum with hands-on, inquiry-based science kits)	0%
History-Social Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017	0%

Grades K-5: Studies Weekly: Social Science Consumables, 2023

Grade 6: McGraw-Hill: Impact California: World History and Geography, Ancient Civilizations, 2019

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

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. Four additional portables were added in 2024. All permanent and portable classrooms were modernized in 2006. Fans/AV, flooring, exterior and interior paint were all updated in Summer 2025.

311 work orders were completed in the 2024-2025 fiscal year. The site was last inspected 10/01/2025.

Year and month of the most recent FIT report

10/01/2025

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).

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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	55	48	59	61	47	48
Mathematics (grades 3-8 and 11)	40	35	48	50	35	37

2024-25 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

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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	180	179	99.44	0.56	48.04
Female	84	84	100.00	0.00	51.19
Male	96	95	98.96	1.04	45.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	101	101	100.00	0.00	35.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	67	66	98.51	1.49	65.15
English Learners	34	34	100.00	0.00	2.94
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	30.00
Military	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	109	108	99.08	0.92	37.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	57	98.28	1.72	14.04

2024-25 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	178	99.44	0.56	34.83
Female	83	83	100.00	0.00	33.73
Male	96	95	98.96	1.04	35.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	101	101	100.00	0.00	23.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	66	65	98.48	1.52	49.23
English Learners	34	34	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	21	20	95.24	4.76	15.00
Military	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	108	107	99.07	0.93	21.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	56	98.25	1.75	5.36

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.11	31.71	36.63	39.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100.00	0.00	31.71
Female	16	16	100.00	0.00	31.25
Male	25	25	100.00	0.00	32.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100.00	0.00	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100	100	100	100	100

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.

2025-26 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), and Title I Advisory. 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 October 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 Parent Square bulletin to parents, weekly class communications, 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 and mathematics, Illustrative. These monies have also provided opportunities for parental education conferences such as CAFE. 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. 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.

For more information about opportunities to become involved in the school, please contact Administrative Assistant Tammy Kavathan at 949-515-6985.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	311	307	37	12.1
Female	144	143	18	12.6
Male	167	164	19	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	169	167	22	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	0	0.0
White	117	115	14	12.2
English Learners	66	65	10	15.4
Foster Youth	--	--	--	--
Homeless	35	33	6	18.2
Socioeconomically Disadvantaged	183	179	29	16.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	79	17	21.5

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):

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.59%	0.65%	2.89%	3.36%	2.59%	1.95%	3.6%	3.28%	2.94%

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05%	0.02%	0.03%	0.08%	0.07%	0.06%

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.89	0.00
Female	0.00	0.00
Male	5.39	0.00
Non-Binary	0.00	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	2.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	2.56	0.00
English Learners	4.55	0.00
Foster Youth	0.00	0.00
Homeless	2.86	0.00
Socioeconomically Disadvantaged	3.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.41	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.

2025-26 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 reviewed with staff at the beginning of the school year, evaluated and revised December 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.

Creating and maintaining a safe and orderly environment is essential for learning. We maintain a comprehensive school safety plan and have emergency preparedness coordinators to train and instruct our staff. Our safety plan addresses disaster preparedness, personal characteristics of students and staff, school rules, routines and procedures, and Victoria Elementary physical and social environment. Our school safety team meets to address safety issues for students and employees. Victoria participates in school-wide evacuation drills every month and intruder and earthquake drills at least two times each year.

The 2025-2026 School Safety Plan was approved by the School Site Council on January 23, 2025 and approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on August 15, 2025.

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.

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	18	7	2	0
1	21	1	5	0
2	14	6	0	0
3	18	8	0	0
4	20	8	0	0
5	16	8	0	0
6	16	8	0	0
Other	11	6	0	0

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	15	6	0	0
1	17	6	0	0
2	23	0	6	0
3	30	0	4	0
4	19	7	1	0
5	23	0	8	0
6	19	7	1	0
Other	11	8	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	6		
1	17	6		
2	15	6		
3	25		8	
4	21	1	4	
5	14	10		
6	19	2	8	
Other	7	8		

2024-25 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	301:1

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.87
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	4.7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$19,657	\$9,217	\$10,440	\$106,207
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	2.1	-9.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-4.5	1.9

Fiscal Year 2024-25 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
 - Before school and after school band and show choir programing
- Music lessons and concerts provided through Class Act and the Pacific Symphony
- Visual art assembly and classroom instruction through Meet the Masters
 - Access to Technology via 1:1 chromebook initiative
 - Enrichment Programs through Art & Learning Conservancy, Big Brothers, Big Sisters Mentorship and Arts Masters, Project Kids Care programs including dance, iCook, athletics, and STEM.
- Enrichment during school day provided by music and science teachers during lunch recess to include STEM and music activities
 - Extended Day/Year/Summer School (special education students)
 - Gifted and Talented Education (GATE)
 - Bilingual staff supports newcomer students in the development of English language

Fiscal Year 2024-25 Types of Services Funded

- Intervention (RTI) 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 CAFE and CRECR
 - Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
 - Translation for Home-School Communication
 - Beyond Athletics provides structured activities at recess time to engage students in sports activities where sportsmanship and character education is developed

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,144	\$62,783
Mid-Range Teacher Salary	\$106,799	\$97,783
Highest Teacher Salary	\$148,973	\$128,020
Average Principal Salary (Elementary)	\$167,127	\$160,224
Average Principal Salary (Middle)	\$186,861	\$166,992
Average Principal Salary (High)	\$202,028	\$180,971
Superintendent Salary	\$391,352	\$313,465
Percent of Budget for Teacher Salaries	27.53%	30.05%
Percent of Budget for Administrative Salaries	5.5%	5%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4