

# Victoria Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Victoria Elementary
<b>Street</b>	2910 Arlington Ave
<b>City, State, Zip</b>	Riverside, CA 92506-4449
<b>Phone Number</b>	(951) 788-7441
<b>Principal</b>	Erin Askier
<b>Email Address</b>	jjackson@riversideunified.org
<b>School Website</b>	<a href="http://victoria.riversideunified.org/">http://victoria.riversideunified.org/</a>
<b>County-District-School (CDS) Code</b>	33-67215-6032775

## 2023-24 District Contact Information

<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	Ms. Renee Hill
<b>Email Address</b>	rhill@riversideunified.org
<b>District Website</b>	<a href="http://riversideunified.org/">http://riversideunified.org/</a>

## 2023-24 School Description and Mission Statement

Victoria Elementary School was built in 1956 when the surrounding area was rural orange groves. Modernization of the entire campus was completed in 1996. In 2013, front perimeter fencing was installed to ensure that all visitors check into the office and receive a pass. The gates remain locked until dismissal time. The surrounding neighborhood is relatively free of crime and the school has experienced little vandalism and graffiti over the past few years.

Many special programs are available for students:

AVID and the Arts - Advancement Via Individual Determination systems are in place for grades TK - 6 to support learning and soft skills as well as a strong Art program to connect academic learning with multiple modes of art.

Character Education - Our students follow our Victoria Code of Conduct and take ownership of the characteristics for positive living: Trustworthy, Respectful, Responsible, Fair, Caring, and Good Citizenship

Early Literacy Skills by grade 3

Student Engagement

HEARTS - Extended Learning Opportunity providing homework help and enrichment activities

Reading Intervention Support - Focused intervention is provided to students who are identified by a universal screener and given daily intervention in small group

## 2023-24 School Description and Mission Statement

A full time translator is available every day to support the needs of our Spanish speaking families in a timely and supportive manner

Our Mission Statement:

Victoria Community is committed to fostering the growth of character, academic, and creative development necessary to prepare the whole child to be successful and responsible global citizens in the twenty-first century.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	81
Grade 2	69
Grade 3	57
Grade 4	55
Grade 5	64
Grade 6	82
Total Enrollment	500

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.8%
Asian	1%
Black or African American	4.2%
Filipino	1.2%
Hispanic or Latino	80.4%
Two or More Races	1%
White	11.8%
English Learners	28.6%
Foster Youth	1.4%
Homeless	3.6%
Socioeconomically Disadvantaged	80.8%
Students with Disabilities	16.8%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.10	86.93	1509.80	87.78	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.30	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.47	38.00	2.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	17.00	0.99	12115.80	4.41
<b>Unknown</b>	3.20	12.56	151.80	8.83	18854.30	6.86
<b>Total Teaching Positions</b>	25.40	100.00	1720.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.50	88.64	1505.40	87.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.80	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	44.30	2.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	38.00	2.21	11953.10	4.28
<b>Unknown</b>	2.50	11.36	127.00	7.37	15831.90	5.67
<b>Total Teaching Positions</b>	22.00	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
<b>Science</b>	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
<b>History-Social Science</b>	Saavas: California History Social-Science, TK-6	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

Lot Size: 6.3 Acres  
 Year Constructed: 1956  
 Last modernized: 2006  
 20 Permanent Classrooms  
 10 Portable Classrooms  
 Computer Lab  
 Resource Room  
 Library  
 Multi-Purpose Room  
 Indoor and outdoor Cafeteria  
 Completely Air Conditioned

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Victoria has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

**Year and month of the most recent FIT report**

09/27/2023 - 09/28/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			VICA-6 (Administration): 2: (D) There is inadequate air supply to the area  Notes: room stays very warm all the time
<b>Interior:</b> Interior Surfaces	X			P29: 4: (D) Ceiling tiles are missing  Notes: Ceiling tile not secured properly VIC3-9 (Classroom): 4: (D) Walls appear to have hazards from tears and holes  Notes: lower east corner of window needs paint VIC4-14 (Classroom): 4: (D) Carpeting is stained  Notes: Carpet very old VICA-2 (Administration): 4: (D) Ceiling tiles have holes or stains  Notes: stained ceiling tile VICM-5 (Kitchen): 4: (D) Ceiling tiles have holes or stains  Notes: Ceiling tiles loose or hanging down 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly



## School Facility Conditions and Planned Improvements

			<p>Notes: Fly fan not working properly 9: (D) A Leak is evident</p> <p>Notes: Faucet leaking 15: (D) Door closer needs adjustment</p> <p>Notes: Door not closing properly</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>VIC3-11 (Classroom): 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week</p> <p>Notes: Carpet is very old VIC3-7 (Classroom): 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week</p> <p>Notes: Torn carpet under teaches desk VICM-7C (Wheel Chair Lifts): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>Notes: this area is not on our FIT maps</p>
<p><b>Electrical</b></p>	<p>X</p>		<p>P24: 7: (D) Light fixture not working (possible ballast) P27: 7: (D) Light fixture not working (possible ballast) VIC2-11 (Restroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: one light out VIC2-5 (Library): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: two lights not working properly</p> <p>Notes: Ceiling tile stained VICA-1 (Administration): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes: missing plug cover by copier VICM-5 (Kitchen): 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Ceiling tiles loose or hanging down 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>Notes: Fly fan not working properly 9: (D) A Leak is evident</p> <p>Notes: Faucet leaking 15: (D) Door closer needs adjustment</p>

## School Facility Conditions and Planned Improvements

			Notes: Door not closing properly
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>VICM-5 (Kitchen): 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Ceiling tiles loose or hanging down 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>Notes: Fly fan not working properly 9: (D) A Leak is evident</p> <p>Notes: Faucet leaking 15: (D) Door closer needs adjustment</p> <p>Notes: Door not closing properly VICM-5C (Utility): 9: (D) A Leak is evident Notes: This utility closet is not on the FIT map it is located outside kitchen in MPR Water leaking from hose for liquid cleaner dispenser</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>P30: 14: (D) Significant cracks, trip hazards, holes or deterioration</p> <p>Notes: Large gap between front of ramp and asphalt VICGR-BCOURTS (Courts): 14: (D) Significant cracks, trip hazards, holes, and deterioration are found</p> <p>Notes: large cracks on basketball courts VICGR-KPLAYYARD (Play Yard): 14: (D) Significant cracks, trip hazards, holes or deterioration</p> <p>Note: their is a old tree stump between the basketball courts and the tether ball courts that is a tripping hazard VICM-5 (Kitchen): 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Ceiling tiles loose or hanging down 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>Notes: Fly fan not working properly 9: (D) A Leak is evident</p> <p>Notes: Faucet leaking 15: (D) Door closer needs adjustment</p> <p>Notes: Door not closing properly</p>

## 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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	36	46	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	28	31	30	31	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	263	258	98.10	1.90	35.66
<b>Female</b>	130	126	96.92	3.08	40.48
<b>Male</b>	133	132	99.25	0.75	31.06
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	210	205	97.62	2.38	34.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	32	100.00	0.00	43.75
<b>English Learners</b>	50	47	94.00	6.00	8.51
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	12	85.71	14.29	25.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	225	220	97.78	2.22	31.82
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	25.71

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	263	261	99.24	0.76	31.03
<b>Female</b>	130	128	98.46	1.54	25.00
<b>Male</b>	133	133	100.00	0.00	36.84
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	210	208	99.05	0.95	28.37
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	32	100.00	0.00	46.88
<b>English Learners</b>	50	50	100.00	0.00	14.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	14	100.00	0.00	14.29
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	225	223	99.11	0.89	26.46
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	22.86

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	21.62	25.40	26.85	27.64	29.47	30.29

## 2022-23 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
<b>All Students</b>	68	67	98.53	1.47	26.87
<b>Female</b>	34	33	97.06	2.94	24.24
<b>Male</b>	34	34	100.00	0.00	29.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	51	98.08	1.92	21.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	57	98.28	1.72	22.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.10%	94.10%	94.10%	94.10%	94.10%

## 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.

#### 2023-24 Opportunities for Parental Involvement

The parental involvement contact at this school is Jennifer Jackson, Principal, and can be contacted at 951-788-7441.

Parents and families play an important role in the education of our students. When parents and teachers work together on behalf of students, the results are powerful. Each year families receive a parent handbook that contains information about programs and procedures at Victoria School. In this information is also a Home-School Compact. This compact outlines responsibilities between the school, parent, and student that are required to have a successful school year. Because we believe that communication is key, Victoria Elementary has many systems in place. All teachers have a digital system that they use to communicate with families. Families can reach out to the teacher at any time with questions or concerns. In addition, parents have access to our social media accounts which includes information and calendars about upcoming events. Parents are encouraged to visit the RUSD website at [www.riversideunified.org](http://www.riversideunified.org), our school website at <http://victoria.riversideunified.org/>, as well as our Instagram page at #victoria.riversideusd to obtain information about parents and curriculum resources and current school news. The school marquee also posts information about meetings, holidays, and school-wide events - many of which are also emailed and/or communicated via our automated phone system.

Parents and community members are encouraged to take advantage of the many opportunities that are available to become involved at Victoria. Joining the PTO, serving on parent committees, volunteering in the classroom and library, attending parent training classes, ensuring that their children come to school every day on time and complete nightly homework, and participating at school events are just a few ways to become involved.

There are various parent groups

- School Site Council (SSC) is a committee that oversees the School Categorical Budget and monitors the implementation of Victoria's School Library and Improvement Plan. The committee is comprised of Victoria's teachers, classified staff, and parents. This group meets the third Thursday of each month.

## 2023-24 Opportunities for Parental Involvement

• English Learner Advisory Committee (ELAC) is comprised of parents of English Language Learners. This committee meets concurrently with the SSC meetings. Meeting topics include the following:

- The importance of regular school attendance
- Parents Needs Assessment
- The Victoria School Plan and English Learner Plan

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	526	156	29.7
Female	251	247	67	27.1
Male	288	279	89	31.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	23	23	8	34.8
Filipino	7	7	1	14.3
Hispanic or Latino	433	423	129	30.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	62	60	17	28.3
English Learners	151	146	41	28.1
Foster Youth	11	7	0	0.0
Homeless	29	28	6	21.4
Socioeconomically Disadvantaged	443	431	134	31.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	43	43.4



## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	2.68	2.78	0.18	4.11	4.60	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.78	0
<b>Female</b>	0	0
<b>Male</b>	5.21	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	3	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	3.23	0
<b>English Learners</b>	3.31	0
<b>Foster Youth</b>	18.18	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	2.71	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	9.9	0

## 2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

## 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.

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	16	1	
1	6	7	1	
2	6	7	1	
3	5	9	1	
4	8	6	1	
5	9	5	1	
6	21	1	3	
Other	13	6	3	

## 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	2	2	
1	24		2	
2	26		2	
3	24		2	
4	28		2	
5	29		2	
6	29		2	
Other	18	3	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	18	4	1	0
1	24	0	3	0
2	30	0	2	0
3	27	0	2	0
4	27	0	2	0
5	30	0	2	0
6	26	0	3	0
Other	12	3	0	0

## 2022-23 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	500

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	10,652.75	3,569.85	7,082.89	92,613.25
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	2.3	-4.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	3.6	8.1

## Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$62,701	\$55,550
<b>Mid-Range Teacher Salary</b>	\$92,477	\$80,703
<b>Highest Teacher Salary</b>	\$120,945	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$141,865	\$137,703
<b>Average Principal Salary (Middle)</b>	\$149,298	\$143,760
<b>Average Principal Salary (High)</b>	\$161,115	\$159,021
<b>Superintendent Salary</b>	\$332,800	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	34.24%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.44%	4.87%

## Professional Development

The annual number of school days dedicated to staff development were as follows:

2021-22: 19 days  
 2022-23: 20 days  
 2023-24: 20 days

During the 2023-2024 school year, all staff member at Victoria Elementary school will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and professional development that is appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. All teachers at our site will be attending these trainings. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year. Below is a description of professional development attended by our teachers and other staff.

Below is a description of professional development attended by our teachers and other staff.

1. MTSS training
2. Depth of Knowledge training
3. Team planning days
4. AVID training
5. ELD training

During the 2022-2023 school year, all staff member at Victoria Elementary school will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and professional development that is appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. All teachers at our site will be attending these trainings. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year. Below is a description of professional development attended by our teachers and other staff.

Below is a description of professional development attended by our teachers and other staff.

## Professional Development

1. PBS training
2. Assessment and Progress Monitoring Training
3. Team planning days
4. SEL adoption training

During the 2021-22 school year, all staff members at Victoria Elementary school will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and professional development that is appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. All teachers at our site will be attending these trainings. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

Below is a description of professional development attended by our teachers and other staff.

1. SAMR training
2. Wonderworks training
3. Engagement
4. Lexia training
5. FastBridge training

All Classroom Teachers attend monthly staff meetings including on-site professional development in identified areas of need. In addition, the teachers have the opportunity to attend a variety of staff development trainings and other activities sponsored by the school, district, or through special projects that are specific to their professional growth goals.

All teachers participate in weekly Standards-Based Planning team meetings where they collaboratively analyze current data and plan each theme/unit of instruction. These planning sessions address district-wide agreements that include planning for the following:

Two-Part Learning Objectives  
Student Engagement  
Differentiation of Instruction

All teachers have been trained on the RUSD board adopted curriculum materials. In addition, follow-up training is offered throughout the year focusing on best practices for implementation.

Each teacher has a laptop, document camera, and LCD projector.

Gifted and Talented Education teachers attend staff development training offered through the district. These include "Tune-Ups" for veteran GATE teachers. Victoria's Student Success Team has received training in the Rtl (Response to Intervention) model. They in turn share information with parents and teachers to better support students and their individual area of need.

The Principal regularly monitors teaching and learning to ensure that teachers are implementing strategies they have learned during their training. She provides ongoing support on curriculum implementation and data analysis.

- New Teachers are assigned a Professional Growth System (PGS) support provider who mentors them in effective instructional practices and classroom management strategies. New teachers attend monthly PGS meetings at which time they participate in extensive California Formative Assessments and Support System (CFASST) training that addresses the foundations, general processes, and specific methods of Formative Assessments that make up the assessment and support system.
- Non-Classroom Teachers at Victoria include our Special Education Resource Specialist, Speech and Language Pathologist and School Psychologist. The special education staff participate in all Victoria staff development opportunities, as well as special education staff development training. They attend monthly job-alike meetings where they have the opportunity to refine their practice and discuss best practices with their colleagues.

## Professional Development

- Paraprofessionals at Victoria include Instructional Assistants who serve in Special Education classrooms. They attend district-offered training on how to implement special programs such as Project Read, Framing Your Thoughts and Behavior Management Techniques.
- Non-Instructional Support Staff includes the following classified staff: Principal's Secretary, School Office Assistant/Attendance Assistant, Health Assistant, Bilingual Community Assistant, Library Media Assistant, Campus Supervisor, Custodian, and Cafeteria staff. Each of these staff members attend district-provided training related to their specific field.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	20	20