

Victoria Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Victoria Elementary School
Street	1505 Richardson Street
City, State, Zip	San Bernardino, CA 92408
Phone Number	(909) 478-5670
Principal	B. Estella Patel
Email Address	blanca_patel@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/victoria
County-District-School (CDS) Code	36-67843-6036594

2022-23 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	www.redlands.k12.ca.us

2022-23 School Overview

Victoria Elementary is committed to providing an equitable instructional program that effectively utilizes positive support systems to ensure all students are given equitable access to learning in order to achieve their highest academic potential. High expectations for learning, coupled with a safe, positive school environment, promotes students' social and emotional wellness and also creates an optimal learning atmosphere that supports the development of students' 21st-century skills. Through the use of robotics and electronics, students participate in modern science, technology, engineering and math program. Victoria students are learning and practicing 21st-century skills such as problem-solving, critical thinking, creativity, innovation, and collaborating with peers. This innovative focus also provides Victoria students from grades third - fifth with opportunities to build novel entrepreneurial skills by marketing the products they create and design.

Heighten focus on student preparation for College and Career Readiness has led to Victoria Elementary embracing the Advancement Via Individual Determination (AVID) Program. Goals for our fourth year of program implementation include organization of instructional materials, such as organize homework and classwork, maximize their learning through conscious time management and structured note-taking across core subject areas. Students in grades TK - 2nd are now implementing the same organizational skills goal that falls in line with the upper grades. This school year we have transitioned to a school-wide AVID focus. Ongoing training and support for teachers will be critical to the programs' future success.

Important areas of focus for student learning are based on the 2019 CAASPP data which indicates that ELA and Mathematics are below the commensurate levels of the District. In an effort to support student learning, reading and math intervention programs have been implemented and designed to help students identified below grade level. Writing across all grade levels and subjects continues to be an area of focus, especially for EL students. The instructional focus continues to hone in on building and strengthening listening, speaking and writing skills.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	74
Grade 2	64
Grade 3	74
Grade 4	81
Grade 5	77
Total Enrollment	433

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	9.2
Black or African American	3.7
Filipino	3.9
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.8
White	5.1
English Learners	31.4
Foster Youth	0.5
Homeless	12.9
Migrant	0.0
Socioeconomically Disadvantaged	93.3
Students with Disabilities	7.6

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

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)	22.60	97.25	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.60	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.80	3.08	12115.80	4.41
Unknown	0.50	2.15	65.10	6.72	18854.30	6.86
Total Teaching Positions	23.20	100.00	969.10	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

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

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

2021-22 Class Assignments

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

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

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

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

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including English Learners has a standards aligned textbook or instructional materials to use in class and to take home to complete required homework assignments. All students, including English Learners, have a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013) ***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2022)	No	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements

Victoria Elementary was built in 1949. Since then, there have been many changes and additions made to the original school facility to accommodate more students and to modernize the campus. There are 29 classrooms, a library/media center, Garner Holt AniMaker Space, and an arts/PE enrichment room. Students and staff work hard to keep the campus clean and safe. Most recently, the appearance of our school was enhanced by exterior paint to all buildings on-site, new drought-resistant landscaping throughout the school, and upgraded carpet and flooring in all buildings. All school facilities are in good working order. Well-maintained grounds that are litter and graffiti free are an ongoing priority. District and site administrators conduct regular inspections of the facility with the last one being completed in November 2021. Additionally, custodial and maintenance personnel conduct quarterly reviews of the campus as part of their Professional Learning Community. The data generated from these reviews is used by site and district staff to maintain or improve the cleanliness and functionality of the school. On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

Maintenance and Repairs:

The governing board has adopted cleaning standards for all schools in the Redlands Unified School District. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The site principal works daily with the custodial team to ensure Victoria School is clean and safe for students and staff. When maintenance and repairs are needed, administration and site custodians arrange for repairs. If repairs are such that they cannot be accomplished by the custodians, the District maintenance staff ensures that the needed repairs are made in a timely manner to keep the school in good working order. Also, an advanced work order process allows repairs to be prioritized and tracked by site administration. The site principal inspects the school regularly to ensure that the facility is clean, safe, and in proper working condition. Finally, after the district's most recent review, all of the school's facilities were found to be in good repair and working order. Victoria was also found to be free of any undue hazards or chemical/cleaning agents that could cause student injury.

Year and month of the most recent FIT report

July 2022

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			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	32	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	233	99.57	0.43	32.19
Female	117	117	100.00	0.00	28.21
Male	117	116	99.15	0.85	36.21
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	176	99.44	0.56	25.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	64.71
English Learners	66	66	100.00	0.00	15.15
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56	2.44	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	223	99.55	0.45	32.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	31	100.00	0.00	16.13

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	235	234	99.57	0.43	17.95
Female	117	117	100.00	0.00	15.38
Male	118	117	99.15	0.85	20.51
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	31.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	176	99.44	0.56	13.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	33.33
English Learners	66	66	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56	2.44	22.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	224	99.56	0.44	18.30
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	32	32	100.00	0.00	9.38

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.58	NT	32.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100	0	15.58
Female	33	33	100	0	9.09
Male	44	44	100	0	20.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100	0	11.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100	0	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	72	100	0	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At Victoria Elementary School, multiple opportunities are provided for parental involvement in the organization of the school and school events. These include but are not limited to:

- Pastries with the Principal
- PTO
- School Site Council
- Safety Committee
- English Language Advisory Committee
- Family Reading Night
- Family Math Night
- AVID Family Night
- STEAM Family Night
- Parent Classes targeted toward helping students with academics or attendance
- Courses through Redlands Adult School are available
- Spring Fling Resource Fair
- Community Garden

Victoria Elementary partners with the local non-profit, Building a Generation (BAG). Through this partnership, a BAG case manager is located in our Family Resource Center. The case manager is available to assist families on a one-to-one basis for various services such as counseling, emergency housing, food and/or clothing, and utility assistance. BAG also offers a host of parenting classes and family activities throughout the year. To contact the Building a Generation case manager call (909) 478-5670, x62335 or via the direct line at (909) 307-2478.

Parental involvement opportunities are also available by volunteering throughout the year in various capacities, attend trainings and workshops. These include in the classroom as helpers, field trip chaperones, volunteering to work school fairs, and volunteering in our library. Parents who wish to volunteer should contact our office at (909) 478-5670 for more information and to obtain the necessary forms. Families may also keep current with activities and information about Victoria Elementary by following us on Twitter @TigerTownRUSD or visiting our school website at

2022-23 Opportunities for Parental Involvement

<https://www.redlandsusd.net/victoria>

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	485	470	128	27.2
Female	241	236	68	28.8
Male	244	234	60	25.6
American Indian or Alaska Native	1	1	0	0.0
Asian	44	43	2	4.7
Black or African American	21	18	9	50.0
Filipino	19	19	2	10.5
Hispanic or Latino	358	349	107	30.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	14	5	35.7
White	26	24	2	8.3
English Learners	151	147	36	24.5
Foster Youth	6	6	3	50.0
Homeless	64	63	14	22.2
Socioeconomically Disadvantaged	455	443	120	27.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	54	17	31.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.93	2.61	2.45
Expulsions	0.00	0.03	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.82	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0.00
Female	1.24	0.00
Male	0.41	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	1.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	1.56	0.00
Socioeconomically Disadvantaged	0.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Victoria Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current safety status. A Safe School Plan is adopted each school year and is reflective of the school's safety needs. The key components of Victoria's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment and bullying policies, child abuse reporting procedures, and disaster response procedures. Earthquake, fire, and lock-down drills are conducted routinely in accordance with State and District requirements. Drills are not only used to educate adults and students regarding how to respond safely to emergency situations but are also used to determine more efficient and safer methodologies to respond to emergency situations.

To ensure student safety before school, campus monitors, teachers, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and playground. All school entrances are monitored 24 hours a day via District surveillance cameras and signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. Finally, students are supervised throughout the day during all outside playtime by either campus monitors, administrators, and/or teachers. Victoria continues to enforce a closed campus policy. During school hours, there is a single-entry access point where all visitors are required to show identification in order to obtain access to our campus. After school, teachers, and administrators ensure the safety of students by supervising the bus loading area and parking lot which is used by parents to pick students up from school. Teachers, campus monitors, and administrators supervise the areas until all students have left the campus for home or are accounted for in one of our after school programs.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	1	
1	19	1	3	
2	22	1	3	
3	25		3	
4	29		3	
5	31		3	
6				

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	17	5		
1	21		3	
2	26		3	
3	21	2	2	
4	24		3	
5	29		3	
6				
Other	18	1		

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	16	4		
1	25		3	
2	21		3	
3	25		3	
4	27	1	2	
5	26	1	2	
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	433

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9010.94	\$2774.55	\$6236.39	\$76,702.67
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-14.5	-14.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-5.6	-14.1

2021-22 Types of Services Funded

Victoria Elementary School uses general and categorical funds to pay for support personnel, staff development, curriculum development, grade-level collaboration, data team meetings, and the purchase of materials to enhance the curriculum. Supplemental categorical funding sources come from the following: School-wide Title I, Title I, Part A, (parent involvement) Title III, Tier II LCAP funds, School Improvement, and donations.

Title I funds are used to provide remedial help for students in the areas of reading, language, and math. Intervention teacher salaries and instructional materials are also covered by these funds as they meet the needs of our most academically challenged students. School Site Program (SSP) funds are used to provide supplemental materials and educational opportunities for students in K - 5th grades. Our LCAP funds are used to fund our after-school programs that target student learning loss, as well as to pay for conferences and workshops that support teachers in their instructional programs.

All students receive instruction and support towards mastery of grade-level content standards utilizing a standards-based curriculum. In an effort to increase student mastery of essential state academic standards, students are provided targeted interventions to help them be successful in our district and state assessment programs. Teachers receive a detailed analysis of their students' achievement on each subsection of the CAASPP. Students are taught test-taking strategies and practice those strategies on the RUSD Common Assessments, ICAs and IABs, and curriculum benchmarks. Victoria teachers use the results of these assessments to help drive their instruction and improve student achievement.

Victoria teachers and support staff work together to meet the varied needs of a diverse cultural community. Our staff embraces a Growth Mindset and is committed to "success for all". We have two site base counselors that provide services or referrals for services such as dental care, medical care, weekend meals, clothing bank, food bank, and bus passes. Funding sources, over and above the base program, allow us to extend the base program through additional human resources, technology, instructional materials, and other equipment. Parent participation at our family nights, PTO functions, and school committees are proof of their commitment to our school. The power of parents, staff, and students working together is immeasurable and only serves to strengthen our collective commitment to providing a high-quality education. Victoria's critical needs as determined by surveys of staff, students, and parents are as follows:

- Assist all students to become proficient readers
- Continue to use diverse instructional strategies to meet student needs
- Continue to use assessment to drive instruction
- Continue to reduce absences and tardy rates
- Continue to offer opportunities for parent education
- Continue to support the curriculum with improved technology

Three-Year Student Objectives, as determined by staff and parent input, are as follows:

- Targeted intervention for "at-risk" students will continue
- Students will achieve CAASSP growth targets as determined by the state
- Students will continue to improve academic performance on district assessments
- EL students will show improved performance on state English Language Proficiency Assessments for California (ELPAC)
- Staff and students will continue to use Second Step curriculum, SEL strategies and PeaceBuilders strategies to resolve conflicts in a positive and restorative manner

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Professional development is an ongoing priority in the Redlands School District and for Victoria School as well. Priorities for staff development are determined via student assessment data gathered from multiple sources such as site, District, and State assessments. Thus, Professional development in Paths to Proficiency continues this school year in support of English Language Learners. EL training was also a continued focus this school year. The whole staff has participated in EL training to provide support with lesson planning and learning new instructional strategies for both integrated and designated classroom instruction. Teachers in grades 3 - 5 have received training in the AVID program and are currently implementing site objectives and goals for the program. Training in the California Common Core Standards (CCCS) continues at the district level and most teachers have participated in both district and school-wide training designed to support students through Distance Learning. Professional development for the second half of the school year has been designed with an emphasis on STEAM instruction across all grade levels. AniMakers from Garner Holt Productions, along with support from District TOAs, will provide learning opportunities for our teachers to explore new instructional strategies they can implement to foster STEAM instruction into their educational programs.

At Victoria, there are a variety of professional development opportunities, one of which includes collaborative planning through our professional learning communities. Known as "data team meetings," teachers, administrators and the school's TOAs meet the week following each Common Assessment to discuss student progress toward proficiency. At the data team meetings, teachers also develop plans for re-teaching standards to those students who demonstrate the need and forward plan for the next unit of study. Another form of professional development is site-based workshops in which site staff or District personnel facilitate learning opportunities for our teachers. These workshops focus on AVID implementation, technology in the classroom, EL instructional strategies, and STEAM instruction. Teachers are also highly encouraged to attend outside professional development and have attended a variety of conferences which include Daily 5, CUE, Charlotte Huck Reading Festival, AVID Pathways, AVID Summer Institute, and Kim Sutton math instructional strategies.

To better serve our diverse population, our entire staff holds either a CLAD, BCLAD, Language Development Specialist, or SB 1969 certificate. Also, all teachers meet the Highly Qualified Status as defined in the Elementary and Secondary Education Act.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	23