

Killybrooke 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	Killybrooke Elementary School
Street	3155 Killybrooke Lane
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(714) 424-7945
Principal	Laura Sosa
Email Address	lsosa@nmusd.us
School Website	https://killybrooke.nmusd.us/
County-District-School (CDS) Code	30-66597-6029375

2022-23 District Contact Information

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

2022-23 School Overview

At Killybrooke Elementary School, we believe every child can be successful. We are proud of our diverse and vibrant community of learners. The staff of Killybrooke Elementary School is committed to providing all students with a safe, orderly, and nurturing learning environment. We encourage students to be responsible, respectful, and kind individuals every day. We provide them with a rigorous instructional program, promoting college readiness, so that they can reach their full potential in becoming productive citizens in a diverse and technologically-advanced society.

Killybrooke School was built in 1961. We are a preschool through sixth grade elementary school. There are 427 students enrolled at Killybrooke in transitional kindergarten through grade six and 32 students in preschool. We have two preschool classes and eighteen elementary classes. We are proud of our diverse student body with the following make-up: African-American 4%; American Indian 3%; Asian 9%; Latino 63%; Pacific Islander 2%; and White 20%. Students who are English learners represent 33% of our student body. Our students, collectively, speak a total of 10 different languages.

We are proud to be a 2020 California Distinguished School and are honored to have been named a California Business for Education Excellence STAR School nine times since 2008. Additionally, Killybrooke has been recognized as a PBIS Silver school in 2019, 2021, and 2022. Killybrooke is a No Excuses University School and has joined other schools across the United States committed to preparing students for college. This is made clear in everything we do. Every classroom has adopted a university and teachers integrate college vocabulary and discussions into daily classroom life. Character education is an essential part of our curriculum.

Our teachers implement a comprehensive English Language Arts/English Language Development curriculum based on the Common Core State Standards (Wonders). Students read a variety of materials, including informational text, challenging novels, and high-interest current event reading materials to equip our students to build informational reading skills and critical thinking skills. Teachers help each student develop the full continuum of literacy skills including print awareness, letter knowledge, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Writing and oral language (English language development) are also a focus of instruction each day.

Mathematics, science, and social studies are taught using materials and instructional practices aligned to the standards. We teach mathematics utilizing curricular materials (Bridges in Mathematics for TK through 5th grade and Illustrative Math for 6th grade) that are aligned to common core state standards and place an emphasis on teaching students to explain and defend

2022-23 School Overview

their mathematical reasoning. Our goal is for all students to become fully proficient with eight research-based mathematical practices designed to prepare them for college and career. The science teacher works with kindergarten through sixth grade students and incorporates engineering and robotics content into science experiences for our students.

Our staff is committed to the meaningful use of technology to enhance learning. Students in grades TK through six utilize Chromebook computers as a tool for learning.

Physical education, music, and art are valued at Killybrooke School. Students receive physical education instruction from their classroom teacher in all grades (and 3rd-6th grade students from a physical education specialist). Students receive weekly music classes from our music teacher and quarterly hands-on art lessons through Meet the Masters.

Character education is an essential part of our curriculum. Our schoolwide program focuses on a virtue of the month and teaches character education to students across the curriculum. Our school implements a structured approach to reinforcing expectations for positive behavior with the Positive Behavior Interventions and Supports (PBIS) program.

Our students have many opportunities for enrichment activities during the school day and through after-school programs. Special activities during the school day include: Science-related Field Trips, Assemblies, Walk Through History, and Art Programs. After-school and lunchtime activities include: Student Council, Pilot Cup Soccer, Musical Theater, Dance, Robotics and more. Many of our enrichment activities are made possible through the generosity of our Parent-Teacher Association (PTA).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	58
Grade 2	49
Grade 3	60
Grade 4	52
Grade 5	57
Grade 6	51
Total Enrollment	391

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.0
Asian	4.1
Black or African American	1.0
Filipino	2.0
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.4
White	20.5
English Learners	23.5
Foster Youth	0.8
Homeless	6.6
Migrant	0.0
Socioeconomically Disadvantaged	51.4
Students with Disabilities	14.8

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.20	93.90	861.90	93.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.60	0.73	12115.80	4.41
Unknown	1.00	6.16	44.90	4.88	18854.30	6.86
Total Teaching Positions	16.20	100.00	921.40	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	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 Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected

10/03/2022

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

School Facility Conditions and Planned Improvements

KILLYBROOKE - 25,920 Classroom Sq. Ft.

This school was built in 1961. There are 17 permanent classrooms, a multi-purpose room and an administration building. The school was modernized in 2004. 10 portable classrooms were constructed between 1993 and 2001. All 10 of the portable classrooms were modernized in 2005.

194 work orders were completed for Killybrooke in the 2021-2022 fiscal year. This site was last inspected on 7/21/22.

Year and month of the most recent FIT report

7/21/22

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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	61	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	216	94.74	5.26	61.11
Female	119	113	94.96	5.04	67.26
Male	109	103	94.50	5.50	54.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	149	95.51	4.49	53.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	68.75
White	40	39	97.50	2.50	76.92
English Learners	48	39	81.25	18.75	20.51
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	50.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	126	94.74	5.26	53.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	32	31	96.88	3.12	19.35

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	228	221	96.93	3.07	53.39
Female	119	116	97.48	2.52	51.72
Male	109	105	96.33	3.67	55.24
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	156	152	97.44	2.56	45.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	56.25
White	40	39	97.50	2.50	76.92
English Learners	48	44	91.67	8.33	20.45
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	30.77
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	129	96.99	3.01	46.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	32	31	96.88	3.12	19.35

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	50.88	NT	37.16	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	50.88
Female	24	24	100	0	58.33
Male	34	33	97.06	2.94	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100	0	45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100	0	37.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	97	97	97

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

Killybrooke Parents are encouraged to be very involved in the education of their children. During traditional in-person instruction, parents may volunteer to be room parents, help in the classrooms, assist with special events, chaperone on field trips, or provide much needed behind-the-scenes help to teachers and staff. Parents and community members must complete the district's volunteer application process. Approved parents who have participated in the Raptor Screening Process may volunteer on campus supporting our classrooms and the broader school community.

The PTA is an active group that contributes to many of our educational programs. The PTA supports the Meet the Masters Program, Walk through History Program, assemblies, family nights, and a variety of enrichment activities. Other formal parent groups include our English Learners Advisory Committee (ELAC) and School Site Council. We encourage parents to attend parent meetings, as well as parent conferences and school events. We provide parent education workshops, field trip opportunities, and special parent-child events including Family Math Morning, and Family Literacy Night. For more information about opportunities to become involved in the school, please contact the School-Community Facilitator, Iris Rojas, at 714-424-7945 or irojas@nmusd.us.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	424	416	140	33.7
Female	205	201	68	33.8
Male	219	215	72	33.5
American Indian or Alaska Native	1	0	0	0.0
Asian	17	17	2	11.8
Black or African American	5	5	3	60.0
Filipino	8	8	3	37.5
Hispanic or Latino	276	272	102	37.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	29	29	5	17.2
White	85	82	22	26.8
English Learners	107	103	37	35.9
Foster Youth	5	5	0	0.0
Homeless	32	32	16	50.0
Socioeconomically Disadvantaged	235	229	86	37.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	69	30	43.5

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	0.00	1.55	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.65	0.60	2.87	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.00
Female	0.98	0.00
Male	2.28	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	1.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	1.18	0.00
English Learners	2.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.90	0.00

2022-23 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are evaluated and revised October through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year.

The safety of students is a priority for the staff at Killybrooke School. An emergency preparedness plan is in place and materials are on hand in case of an emergency. We conduct regular fire, earthquake, and lockdown drills. The campus is inspected regularly to ensure safe conditions. Our emergency preparedness coordinator regularly attends district meetings and coordinates emergency preparedness at our school. The staff reviews and updates the School Safety Plan annually. The School Safety Plan includes policies and procedures that address the many facets of safety at a school site including, but not limited to: physical safety, social/emotional development of students, procedures for child abuse reporting, safe ingress and egress, discipline, and disaster procedures. The School Safety Plan was reviewed with staff on 10/27/21 and approved by School Site Council on 12/2/21, with review in February, 2022. The Local Board of Education approved the plan on 2/8/2022. School safety procedures are communicated with parents on the school website (Student-Parent Handbook), at the beginning of the school year, and through periodic updates and reminders via parent meetings, Blackboard communication system, and the school newsletter.

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	24		2	
1	20	2	1	
2	23		2	
3	19	3		
4	23		2	
5	19	2		
6	28		2	
Other	10	2		

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	21	1	1	
1	16	2		
2	14	3		
3	20	1	1	
4	20	2		
5	25		1	
6	24		1	
Other	10	4		

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	20	9		
1	26		5	
2	21	2	4	1
3	19	12		
4	26		8	
5	28		8	
6	25		8	
Other	14	5	1	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	3.3

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	\$16,965	\$6,706	\$10,259	\$106,754
District	N/A	N/A	\$7,549	\$100,875
Percent Difference - School Site and District	N/A	N/A	30.4	5.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	43.5	18.9

2021-22 Types of Services Funded

Services at Killybrooke include:

- Access to Technology
- After School Programs (Project Kidz Connect, Costa Mesa Parks and Recreation ROCKS, and PTA activities)
- Enrichment Programs
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Parent Education/Parent-Child Activities including Family Charter Night, Family Math Morning, and Family Literacy Night
- Programs for English Learner Students
- Special Education
- State Preschool
- Student/Family Primary Language Support
- Translation for Home-School Communication
-

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

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

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