

# Paularino 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

<b>School Name</b>	Paularino Elementary School
<b>Street</b>	1060 Paularino Avenue
<b>City, State, Zip</b>	Costa Mesa, CA 92626
<b>Phone Number</b>	(714) 424-7950
<b>Principal</b>	Annalisa Schwartz
<b>Email Address</b>	aschwartz@nmusd.us
<b>School Website</b>	<a href="https://paularino.nmusd.us/">https://paularino.nmusd.us/</a>
<b>County-District-School (CDS) Code</b>	30-66597-6029458

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### Mission Statement

Every child, every day; learning and growing in every way!

### Vision Statement

At Paularino Elementary School, every child will excel academically, exhibit strong character, and express themselves creatively. Staff, students and parents will work together to promote a caring climate and culture of universal achievement, utilizing state of the art technology integrated throughout the curriculum. Our school community will demonstrate a passion for lifelong learning and a willingness to take risks. Our students will be prepared for success in college and careers.

### School Description

Paularino Elementary serves pre-kindergarten through sixth-grade students from diverse backgrounds, including Hispanic, white, Asian, and African-American students. Almost half of our students are English learners and more than half of our students are low-income. The campus houses four Applied Behavior Analysis classrooms for students with Autism Spectrum Disorder and moderate to severe needs. Regardless of the obstacles, staff, parents, and students believe that each student is capable of meeting academic standards in reading, writing, and math and that collectively the community has the power to help students reach their dreams.

To help each student reach academic goals, teachers and support staff analyze data, discuss and share best practices, participate in professional development, and establish individual and school-wide goals on a weekly basis. State-of-the-art technology is integrated throughout the curriculum, and all students have 1:1 technology devices to provide easy access to the Internet and supportive software to complete assignments in all subjects. Students participate in music, library, and science programs. In addition, more than 150 students participate in after school academic and enrichment classes aligned to STEM and the arts. Unique to Paularino is a thriving garden that supports “farm to table” learning experiences aligned to California State Standards and Next Generation Science Standards.

Underpinning academic achievement is a robust character education program with a focus on Positive Behavior Intervention and Support (PBIS). Student council skits at Flag Deck and use of literature and displays in the classroom promote the virtues of being fair, responsible, respectful, caring, trustworthy, and citizenship. Students who demonstrate these virtues such as

## 2022-23 School Overview

taking turns and sharing receive a Panther Paw to be placed in a prize bucket. Winners of weekly bucket drawings receive such prizes as free lunch from local restaurants, free books, or mystery prize bags.

Also supporting academic achievement is an involved school community. When volunteers and visitors are allowed they work with students, help in the library, and support with various school improvement projects. The PTA raises funds for supplemental supplies, assemblies, and special events, including events for the entire family. Paularino collaborates with a variety of community organizations and outside vendors that provide both academic and enrichment support.

Every Friday, our school community gathers for a celebration for weekly Flag Deck. Before returning to the classrooms, we end with a spirited recitation of the school pledge, "Good better best, never let it rest until our good is better and our better is best!" Paularino is a great place to learn! Together, our enthusiastic students, talented staff, and supportive parent community are dedicated to preparing students for college and careers.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	51
Grade 2	48
Grade 3	54
Grade 4	46
Grade 5	37
Grade 6	58
<b>Total Enrollment</b>	<b>352</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.3
Male	57.7
American Indian or Alaska Native	0.0
Asian	8.8
Black or African American	2.0
Filipino	2.0
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	1.1
Two or More Races	5.4
White	20.7
English Learners	27.8
Foster Youth	0.3
Homeless	5.7
Migrant	0.0
Socioeconomically Disadvantaged	50.6
Students with Disabilities	18.2

### 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>	15.40	83.82	861.90	93.55	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.60	0.73	12115.80	4.41
<b>Unknown</b>	3.00	16.23	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	18.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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	
<b>Total Teachers Without Credentials and Misassignments</b>	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	
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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

PAULARINO - 31,680 Classroom Sq. Ft.

This school was built in 1963. There are 17 permanent classrooms, a multi-purpose room, and an administration building. Nine portable classrooms were constructed between 1987 and 1997. The school, along with the portables, was modernized in 2006 and 2007.

228 work orders were completed for Paularino in the 2021-2022 fiscal year. This site was last inspected on 07/29/22.

Year and month of the most recent FIT report

07/29/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	48	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	36	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
<b>All Students</b>	201	190	94.53	5.47	48.42
<b>Female</b>	83	78	93.98	6.02	56.41
<b>Male</b>	118	112	94.92	5.08	42.86
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	21	20	95.24	4.76	80.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	131	124	94.66	5.34	43.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	29	100.00	0.00	58.62
<b>English Learners</b>	46	37	80.43	19.57	27.03
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	12	75.00	25.00	16.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	112	106	94.64	5.36	41.51
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	36	33	91.67	8.33	21.21

## 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
<b>All Students</b>	201	193	96.02	3.98	35.75
<b>Female</b>	83	80	96.39	3.61	36.25
<b>Male</b>	118	113	95.76	4.24	35.40
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	21	20	95.24	4.76	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	131	127	96.95	3.05	29.13
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	29	100.00	0.00	44.83
<b>English Learners</b>	46	40	86.96	13.04	7.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	13	81.25	18.75	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	112	108	96.43	3.57	27.78
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	36	33	91.67	8.33	15.15

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	28.13	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
<b>All Students</b>	34	32	94.12	5.88	28.13
<b>Female</b>	18	17	94.44	5.56	17.65
<b>Male</b>	16	15	93.75	6.25	40
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	23	95.83	4.17	21.74
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	16	94.12	5.88	25
<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.

#### 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	94	100	100	97	94

## 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

Our parent community is active through our PTA and Paularino is fortunate to have many volunteers who give their special talents to assist classroom teachers weekly. In addition to classroom support, parents also support school programs such as Jog-A-Thon, Red Ribbon Week, the school garden, and book fairs. Parents also participate as members on the School Site Council (SSC) and English Learners Advisory Committee (ELAC). Paularino is fortunate to have so many involved families who attend family night events and school events that are tied to our school goals.

Parents are also invited to our weekly Flag Deck where we celebrate our students, honor character and scholarly achievements, and build school spirit.

Paularino has created virtual opportunities to engage families through a weekly digital newsletter, virtual site meetings, and virtual parenting classes available.

For more information about opportunities to become involved in the school, please contact the Paularino Office at (714) 424-7950.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	385	376	139	37.0
Female	159	158	46	29.1
Male	226	218	93	42.7
American Indian or Alaska Native	0	0	0	0.0
Asian	37	36	10	27.8
Black or African American	7	7	3	42.9
Filipino	8	8	1	12.5
Hispanic or Latino	222	218	79	36.2
Native Hawaiian or Pacific Islander	7	6	3	50.0
Two or More Races	20	20	8	40.0
White	80	77	34	44.2
English Learners	110	108	37	34.3
Foster Youth	7	5	2	40.0
Homeless	27	26	14	53.8
Socioeconomically Disadvantaged	203	198	77	38.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	80	31	38.8

### 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	0.69	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	0.27	1.30	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	1.30	0.00
Female	0.00	0.00
Male	2.21	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	1.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	0.00	0.00
English Learners	1.82	0.00
Foster Youth	0.00	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	1.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.41	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. Paularino is a closed campus, requiring all visitors and volunteers to sign in at the office. Volunteers are screened through the district screening process to ensure our students are safe at all times. The campus is inspected regularly by site and district staff to ensure safe conditions and our Disaster Preparedness Plan is updated annually.

Our Plan Includes the following objectives:

\*Paularino will maintain procedures and practices that support safe ingress and egress during emergency and safety procedures.

\*All gates will be closed and locked unless a clearly identified staff member is present for supervision. Additionally, all doors leading into the school will be locked, enabling visitors to the only enter through the front office.

\*Staff will implement the District Volunteer Policy and ensure that all volunteers are cleared, check-in through the Raptor System and wear a visitor sticker and/or use the Sign-in/out sheet.

\*Staff will teach strategies to reduce bullying (including cyberbullying) and empower students to recognize, refuse, and report bullying.

\*Staff will educate students on PBIS practices of school procedures and rules. The community will be educated on PBIS practices and procedures.

\*Training on Cyber Safety and Cyber Bullying will be provided for students, staff, and parents

\*Paularino will promote a restorative culture that supports students academically, socially and emotionally.

\*Students will maintain satisfactory attendance that fosters academic success

\*Parents will have the knowledge and resources to support the six character pillars of respect, fairness, responsibility, citizenship, caring, and trustworthiness.

The safety plan was reviewed with the staff on December 8, 2021 and approved at the SSC meeting on December 10, 2021. It was approved by the Local Board of Education on February 8, 2022.

In addition, we conduct regular emergency lock down, fire, and earthquake, and disaster drills so that all staff and students know the procedures and protocols in the event of an emergency.

## 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	4		
1	18	3		
2	20	3		
3	25		2	
4	26		2	
5	26		2	
6	26		2	
Other	7	4		

## 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	18	1	2	
1	20	1	1	
2	20	1	1	
3	22		2	
4	16	2		
5	21	1	1	
6	22		2	
Other	9	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	19	3	6	
1	24		6	
2	23		6	
3	26		8	
4	22	4	4	
5	18	8		
6	28		8	
Other	9	3		

## 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	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

## 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
<b>School Site</b>	\$15,527	\$6,195	\$9,332	\$108,029
<b>District</b>	N/A	N/A	\$7,549	\$100,875
<b>Percent Difference - School Site and District</b>	N/A	N/A	21.1	6.8
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	34.4	20.0

## 2021-22 Types of Services Funded

The types of programs and services available at the school that support and assist students include:

- Access to Technology
- Enrichment Programs and After School Clubs
- Art Club
- Band
- Book Club
- Dance
- Garden Club
- Musical Theater
- Ranch Club
- Robotics Club
- Extended Day/Year/Summer School
- Gifted and Talented Education (GATE)
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Parent Education/Family Nights
- Programs for English Learner Students
- Social Services
- Special Education
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication
- Wellness Center

## 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
<b>Beginning Teacher Salary</b>	\$54,413	\$54,370
<b>Mid-Range Teacher Salary</b>	\$93,510	\$82,681
<b>Highest Teacher Salary</b>	\$130,439	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$145,635	\$135,283
<b>Average Principal Salary (Middle)</b>	\$159,138	\$141,244
<b>Average Principal Salary (High)</b>	\$176,894	\$152,955
<b>Superintendent Salary</b>	\$298,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	4	4