

Eastbluff Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Eastbluff Elementary School
Street	2627 Vista del Oro
City, State, Zip	Newport Beach, CA 92660
Phone Number	949.515.5920
Principal	Daphne A. Eby
Email Address	deby@nmusd.us
School Website	https://eastbluff.nmusd.us/
Grade Span	K-6
County-District-School (CDS) Code	30-66597-6068399

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

At Eastbluff Elementary School our vision for every Eastbluff student to have enthusiasm for learning and the lifelong skills for success. Our mission is to become a community of learners that exceeds the standards; where academic success is balanced with creativity and appreciation for the arts; where self and others are deemed worthy of respect and treated accordingly; where the skills for effective participation in the community and interpersonal relations are developed; where students, staff, parents, and community share the responsibility of working cooperatively toward the success of the mission.

The Eastbluff Elementary School staff is committed to providing all students with high academic and behavioral standards. We

2024-25 School Description and Mission Statement

are dedicated to the pursuit of excellence and work to meet the diverse needs of each student. Our educators are both professionally skilled and personally committed to ensuring that every student's needs are met. Eastbluff strives to create a learning environment that is responsive to the varied academic levels, interests, and learning styles of our students. Our goal is to provide a safe, positive, and supportive educational experience where all students feel valued and are encouraged to reach their full potential.

At Eastbluff, we support the whole student by implementing Positive Behavior Interventions and Supports (PBIS), offering ongoing social-emotional learning opportunities, and ensuring that students are actively engaged and connected within the school community. Eastbluff was honored with the Platinum PBIS Award in 2019, recognizing our commitment to high-quality PBIS implementation, and has also received the Silver PBIS Award twice. Throughout the school day, students have opportunities to engage in STEAM education through our dedicated STEM Lab and Art classes. In partnership with the Eastbluff community, we offer a variety of before- and after-school enrichment programs, including Battle of the Books (BOB), Orchestra, Choir, STARS (Student Tutors Accelerating Reading Success), Student Council, and Otter News. Additionally, Eastbluff collaborates with the Newport Beach After Class Enrichment (ACE) Program to provide students with further extracurricular opportunities.

Eastbluff is proud to have an enthusiastic and engaged group of students and families. We actively involve families on campus through organizations such as the PTA, the Eastbluff Foundation (eDads), the School Site Council (SSC), and the English Language Advisory Committee (ELAC). We value strong collaboration with families and believe their involvement is essential to the success of our students. Through clear and ongoing communication between home and school, we have built a school community where students, parents, and staff take pride in being part of the Eastbluff Elementary family.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	44
Grade 2	53
Grade 3	55
Grade 4	48
Grade 5	52
Grade 6	63
Total Enrollment	380

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	14.5
Black or African American	0.5
Filipino	0.3
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.6
White	59.5
English Learners	22.1
Foster Youth	0.3
Homeless	4.5
Socioeconomically Disadvantaged	33.2
Students with Disabilities	12.4

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)	16.40	94.28	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/Incomplete/NA	1.00	5.72	44.90	4.88	18854.30	6.86
Total Teaching Positions	17.40	100.00	921.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	98.98	869.90	93.80	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.80	0.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.80	0.42	11953.10	4.28
Unknown/Incomplete/NA	0.20	1.02	49.80	5.37	15831.90	5.67
Total Teaching Positions	19.50	100.00	927.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	95.26	881.50	93.37	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.70	0.08	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.40	0.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.40	1.32	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.74	43.00	4.56	14303.80	5.15
Total Teaching Positions	21.00	100.00	944.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	3.5	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected 10/15/2024

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, 2022 Grades K-6: McGraw-Hill: California Wonders, 2017 Grade K - Reading/Writing Workshop Texts (11 Units) Grade 1 - Reading/Writing Workshop Texts and Literature Anthology texts (4 Volumes) Grades 2-6 - Reading/Writing Workshop text and Literature Anthology text	Yes	0%
Mathematics	TK: The Math Learning Center: Bridges in Mathematics, 2017 TK student materials include manipulatives, number mats, and story collections. Grades K-5 - Imagine Learning: Illustrative Math, 2024 Grade 6: McGraw-Hill: Illustrative Mathematics, Course 1, 2018	Yes	0%
Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017 Grades K-6: Savvas Learning: Elevate Science, 2024	Yes	0%

	*Science Specialists supplement this curriculum with the hands-on, inquiry-based science kits.		
History-Social Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017 Grades K-5: Studies Weekly: Social Science Consumables, 2023 Grade 6: McGraw-Hill: Impact California: World History and Geography, Ancient Civilizations, 2019	Yes	0%

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

School Facility Conditions and Planned Improvements

EASTBLUFF - 21,120 Classroom Sq. Ft.

This school was built in 1970. There are 21 permanent classrooms, a multi-purpose room and an administration building. The school was modernized in 1998. 1 relocatable classroom was constructed in 2006.

283 work orders were completed for Eastbluff in the 2023-2024 fiscal year. This site was last inspected on 12/13/24.

Year and month of the most recent FIT report	12/13/24
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	73	58	58	59	46	47
Mathematics (grades 3-8 and 11)	65	52	47	48	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	235	206	87.66	12.34	57.77
Female	116	99	85.34	14.66	67.68
Male	119	107	89.92	10.08	48.60
American Indian or Alaska Native	0	0	0	0	0
Asian	38	29	76.32	23.68	68.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	75.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	17	80.95	19.05	58.82
White	144	129	89.58	10.42	51.16
English Learners	60	32	53.33	46.67	9.38
Foster Youth	0	0	0	0	0
Homeless	12	7	58.33	41.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	60	70.59	29.41	38.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	18.75

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	235	233	99.15	0.85	51.93
Female	116	115	99.14	0.86	53.04
Male	119	118	99.16	0.84	50.85
American Indian or Alaska Native	0	0	0	0	0
Asian	38	37	97.37	2.63	54.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	62.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	52.38
White	144	143	99.31	0.69	49.65
English Learners	60	59	98.33	1.67	16.95
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	84	98.82	1.18	34.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	18.75

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	53.19	42.59	36.27	36.63	30.29	30.73

2023-24 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	43.86
Female	31	30	96.77	3.23	46.67
Male	27	27	100.00	0.00	40.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	35	97.22	2.78	40.00
English Learners	18	17	94.44	5.56	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	4.17	17.39
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.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91	93	93	93	93

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.

2024-25 Opportunities for Parental Involvement

Eastbluff is proud to have an enthusiastic and engaged group of students and families. We actively involve families on campus through organizations such as the PTA, the Eastbluff Foundation (eDads), the School Site Council (SSC), and the English Language Advisory Committee (ELAC). We value strong collaboration with families and believe their involvement is essential to the success of our students. Families are kept informed about the school through our weekly Eastbluff Community Updates, the Eastbluff Instagram, PTA newsletters/website, the Eastbluff PTA Instagram, and the Student/Parent Handbook. Through clear and ongoing communication between home and school, we have built a school community where students, parents, and staff take pride in being part of the Eastbluff Elementary family.

At Eastbluff, we believe that parental involvement is key to both individual student success and the overall success of the school. We encourage families to take an active role in our school, and we are proud of the number and commitment of our parent volunteers. Every day, families participate by volunteering on campus in classrooms, the art class, and the school garden. They also support students in before- and after-school programs such as Running Club, Battle of the Books (BOB), and the 6th Grade Play. Additionally, our Eastbluff families volunteer countless hours after school for various PTO and school events.

For more information about how to become involved in the school, please contact Principal Daphne A. Eby at 949-515-6844.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	428	53	12.4
Female	210	207	25	12.1
Male	224	221	28	12.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	69	66	6	9.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	60	13	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	35	2	5.7
White	253	251	29	11.6
English Learners	125	122	19	15.6
Foster Youth	--	--	--	--
Homeless	21	21	3	14.3
Socioeconomically Disadvantaged	171	168	29	17.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	61	11	18.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.54	2.07	2.87	3.36	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.05	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.07	0.00
Female	0.00	0.00
Male	4.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	1.58	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are reviewed with staff at the beginning of the school year, evaluated and revised December through

2024-25 School Safety Plan

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 and allows for training and adjustments through mid-year.

Creating and maintaining a safe and orderly environment is essential for learning. Eastbluff Elementary School maintains a Comprehensive School Safety Plan and have emergency preparedness coordinators to train and instruct our staff. The Eastbluff School Safety Plan addresses disaster preparedness, personal characteristics of students and staff, school rules, routines and procedures, as well as the physical and social environment. Eastbluff Elementary participates in school-wide fire drills every month and intruder and earthquake drills at least two times each year.

The 2024-2025 School Safety Plan was approved by the School Site Council on January 25, 2024 and approved by the Local Board of Education on February 13, 2024. The plan was last updated and reviewed with faculty on September 3, 2024.

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.

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	22	5		1
1	18	4	2	
2	21	1	5	
3	25		7	
4	24		8	
5	24		8	
6	30		8	
Other	12	3	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	10		1
1	17	5	4	
2	15	8		
3	19	8		
4	23		8	
5	26		8	
6	21		6	
Other	10	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		7	1
1	22		8	
2	24		8	
3	24		8	
4	23		8	
5	24		8	
6	30		8	
Other	7	3		

2023-24 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	380

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.875
Psychologist	0.8
Social Worker	.14
Nurse	.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$15,515	\$6,172	\$9,343	\$104,653
District	N/A	N/A	\$10,483	\$109,509
Percent Difference - School Site and District	N/A	N/A	-2.1	-4.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-14.2	6.8

Fiscal Year 2023-24 Types of Services Funded

The types of programs and services available at Eastbluff Elementary that support and assist students include:

- Access to Instructional Technology
- Tier 2 Reading Intervention
- Social-Emotional Learning
- PBIS Implementation and Support
- Counseling Services
- Programs & Supports for English Language Learners
- Special Education Services
- Gifted and Talented Education (GATE)
- Student Clubs: Student Council, BOB, STARS, Otter News
- Enrichment Programs: Interactive Walkthrough Assemblies, Recess Activities, STEM Lab, Art Instruction
- Parent Education & Family Nights
- Student & Family Primary Language Support
- Translation for Home-School Communication

Fiscal Year 2023-24 Types of Services Funded

- Translation for Home-School Communication
- Supplemental Instructional Materials for Mathematics, English Language Arts, Science and Social Science

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$59,754	\$59,551
Mid-Range Teacher Salary	\$102,690	\$93,855
Highest Teacher Salary	\$143,242	\$120,219
Average Principal Salary (Elementary)	\$164,114	\$151,525
Average Principal Salary (Middle)	\$177,460	\$158,215
Average Principal Salary (High)	\$192,390	\$171,087
Superintendent Salary	\$376,300	\$300,043
Percent of Budget for Teacher Salaries	26.98	31
Percent of Budget for Administrative Salaries	5.07	4.91

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4