Killybrooke Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 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 Taylor
Email Address	lataylor@nmusd.us
School Website	https://killybrooke.nmusd.us/
Grade Span	P-6
County-District-School (CDS) Code	30-66597-6029375

2025-26 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

2025-26 School Description and Mission Statement

At Killybrooke Elementary School, we believe that every child can be successful. Our mission is to empower Colts for success in college, career, and life. Our vision is to be a learning community where high academic standards, engaging strategies, and a supportive culture equip all students for college, careers, and lifelong success. We are proud of our diverse and vibrant community of learners, and our staff is dedicated to providing a safe, orderly, and nurturing learning environment where students are encouraged to be respectful, responsible, and kind every day. Through a rigorous instructional program and meaningful leadership opportunities, we help students reach their full potential and prepare them to become productive citizens in a diverse and technologically advanced society.

2025-26 School Description and Mission Statement

Killybrooke School, built in 1961, serves students from preschool through sixth grade.

We are proud to have been named a California Distinguished School in 2020 and to have earned the California Business for Education Excellence STAR School designation ten times since 2008. In recognition of our commitment to positive behavior, Killybrooke was awarded PBIS Silver status in 2019, 2021, and 2022; earned PBIS Platinum Recognition in 2023; and was honored with PBIS Gold in 2025. Character education and leadership development remain integral parts of our school experience.

Our English Language Arts (ELA) and English Language Development (ELD) curriculum is based on the Common Core State Standards, using Wonders to support literacy development. Students read a variety of materials including informational texts, novels, and current events to build critical thinking and informational reading skills. Instruction targets the full continuum of literacy skills including print awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension, with Heggerty phonemic awareness incorporated into daily routines for students in grades TK through 2.

Writing and oral language development are central to instruction at all grade levels. Killybrooke implements Write from the Beginning and Beyond as our core curriculum for writing instruction, integrated with Thinking Maps to support idea development, organization, and both written compositions and responses to text. This combined approach provides students with clear structures for thinking and communicating effectively across content areas.

Mathematics, science, and social studies are taught using instructional materials aligned with state standards. In mathematics, we use Illustrative Mathematics for grades K through 6, which emphasizes explaining and defending mathematical reasoning. Our goal is for all students to master eight research based mathematical practices that will set the foundation for future success.

Our science program, which includes engineering and robotics content, engages students in grades K through 6. Our science specialists integrate units from Project Lead the Way to extend hands on learning, problem solving, and real world applications. In addition, our core science curriculum is Amplify, which provides inquiry based instruction grounded in phenomena and aligned to the Next Generation Science Standards.

Technology plays a vital role in enhancing learning. All students in grades K through 6 use Chromebooks as an essential tool for their education. This approach is minimal in the early grades and increases gradually as student stamina and maturity allow.

At Killybrooke, we value physical education, music, and art. Students participate in physical education classes taught by both classroom teachers and a PE specialist. Weekly music classes are provided by our music teacher. Hands on art instruction is delivered through Meet the Masters, which includes four assemblies and artist taught lessons that introduce students to major artists and techniques.

Students in grade 6 have the opportunity to participate in the school orchestra. In addition, our theater program provides enrichment across grade levels. Students in grades 1 through 3 participate in musical theater enrichment during the fall, while students in grades 4 through 6 take part in our annual spring theater production. Our theater teacher works with all grade levels to develop foundational skills in expression and communication.

Our students enjoy many enrichment activities during the school day and through after school programs. Special activities during the school day include field trips, assemblies, Walk Through History experiences, and art programs. After school and lunchtime activities include Student Council, PBIS Ambassadors, Best Buddies, Student Newscast, sports teams such as basketball and soccer, musical theater, cooking, and STEM programs. Many of these opportunities are made possible through the generous support of our Parent Teacher Association and the ELOP program, C.A.R.E. Club.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	63
Grade 2	67
Grade 3	63
Grade 4	68
Grade 5	50
Grade 6	65
Total Enrollment	473

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.3
Asian	5.1
Black or African American	2.1
Filipino	1.7
Hispanic or Latino	62.2
Two or More Races	7
White	20.9
English Learners	25.4
Homeless	13.3
Socioeconomically Disadvantaged	71
Students with Disabilities	19.5

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.

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)	19.6	95.17	869.9	93.8	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.9	0.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	0.31	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.8	0.42	11953.1	4.28
Unknown/Incomplete/NA	1	4.83	49.8	5.37	15831.9	5.67
Total Teaching Positions	20.6	100	927.4	100	279044.8	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.

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)	21.1	95.48	881.5	93.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.7	0.08	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.4	0.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	1	4.52	43	4.56	14303.8	5.15
Total Teaching Positions	22.1	100	944.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.2	95.87	884.5	92.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.2	0.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	1	4.13	49.2	5.18	13705.8	4.91
Total Teaching Positions	24.2	100	951.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	0	0

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

2025-26 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	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	TK: The Math Learning Center: Bridges in Mathematics, 2017 (Student materials include manipulatives, number mats, and story collections) Grades K-6: Imagine Learning: Imagine IM, 2024 (Student materials include workbooks and manipulatives)	0%
Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017 Grades K-6: Savvas Learning: elevateScience, 2024 (Science Specialists supplement this curriculum with hands-on, inquiry-based science kits)	0%
History-Social Science	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017	0%

	Grades K-5: Studies Weekly: Social Science Consumables, 2023 Grade 6: McGraw-Hill: Impact California: World History and Geography, Ancient Civilizations, 2019	

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

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. New fans/AV were added in summer 2025.

233 work orders were completed for Killybrooke in the 2024-2025 fiscal year. This site was last inspected on 10/01/2025.

Year and month of the most recent FIT report	10/01/2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	60	59	61	47	48
Mathematics (grades 3-8 and 11)	53	53	48	50	35	37

2024-25 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	246	241	97.97	2.03	59.75
Female	113	109	96.46	3.54	66.97
Male	133	132	99.25	0.75	53.79
American Indian or Alaska Native	0	0	0	0	0
Asian	13	12	92.31	7.69	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	163	162	99.39	0.61	51.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	73.33
White	45	43	95.56	4.44	76.74
English Learners	48	46	95.83	4.17	30.43
Foster Youth	0	0	0	0	0
Homeless	32	31	96.88	3.12	48.39
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	178	98.34	1.66	51.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	52	94.55	5.45	19.23

2024-25 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	246	243	98.78	1.22	52.67
Female	113	111	98.23	1.77	48.65
Male	133	132	99.25	0.75	56.06
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	163	163	100.00	0.00	41.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	53.33
White	45	43	95.56	4.44	83.72
English Learners	48	48	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	32	32	100.00	0.00	37.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	180	99.45	0.55	43.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	52	94.55	5.45	13.46

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	47.27	35.29	36.63	39.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	51	98.08	1.92	35.29
Female	24	24	100.00	0.00	33.33
Male	28	27	96.43	3.57	37.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	23.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	94	94	94	94	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.

2025-26 Opportunities for Parental Involvement

Killybrooke Parents are encouraged to be very involved in the education of their children. 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 through the Raptor system. 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 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 (SSC). 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 AVID Night, and Family STEM 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	491	79	16.1
Female	225	225	41	18.2
Male	271	266	38	14.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	5	20.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	312	310	55	17.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	3	9.1
White	103	101	15	14.9
English Learners	128	127	19	15.0
Foster Youth	--	--	--	--
Homeless	69	69	19	27.5
Socioeconomically Disadvantaged	362	358	67	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	109	20	18.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.1%	1.45%	2.22%	3.36%	2.59%	1.95%	3.6%	3.28%	2.94%

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.05%	0.02%	0.03%	0.08%	0.07%	0.06%

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.22	0.00
Female	0.89	0.00
Male	3.32	0.00
Non-Binary	0.00	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	3.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.78	0.00
Foster Youth	0.00	0.00
Homeless	7.25	0.00
Socioeconomically Disadvantaged	2.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.31	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.

2025-26 School Safety Plan

State education code requires schools to review and update their Comprehensive School Safety Plan annually. These plans must be submitted to the local Board of Education for adoption by March 1st each year. In Newport-Mesa Unified School District, plans are reviewed with staff at the beginning of the school year, evaluated and revised between December and January, and submitted to the Board of Education in February. This cycle ensures that schools begin each August with a fully approved safety plan in place for the fall and winter, allowing for training and adjustments throughout the school year.

Maintaining a safe and orderly environment is essential for student learning. At Killybrooke, we have a comprehensive school safety plan that includes emergency preparedness protocols, school rules, and procedures for students and staff. Our safety team regularly meets to address and resolve safety concerns, ensuring a secure learning environment. We also have designated emergency preparedness coordinators who train and instruct staff on safety procedures.

Killybrooke participates in school-wide fire drills every month, along with intruder and earthquake drills at least twice each year.

The 2025-2026 School Safety Plan was approved by the School Site Council on January 15, 2025 and approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on August 13th, 2025.

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.

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	9	3	0
1	19	9	0	0
2	20	8	0	1
3	22	4	4	0
4	30	0	8	0
5	26	0	8	0
6	30	0	8	0
Other	10	4	0	0

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	21	3	6	0
1	20	5	4	0
2	19	9	0	0
3	29	0	8	0
4	23	0	8	0
5	30	0	8	0
6	26	0	8	0
Other	8	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	6	3	
1	19	9		
2	22	3	6	
3	19	12		
4	31		8	
5	24		8	
6	20	8	4	
Other	10	3		

2024-25 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	473:1

2024-25 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)	0.87
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	5.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$15,733	$6,916	$8,817	$111,615
District	N/A	N/A	$11,659	$113,995
Percent Difference - School Site and District	N/A	N/A	-4.9	-2.2
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-17.4	9.2

Fiscal Year 2024-25 Types of Services Funded

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

- Access to Technology
- After School Programs: C.A.R.E. Club, Costa Mesa Parks and Recreation ROCKS, Site funded enrichment activities
- Enrichment Programs: PBIS Ambassadors, Best Buddies, Student Newscast, Student Government, Cooking classes, School theater play, Facilitated recess activities
- Intervention and Remediation: Small group instructional support provided during the school day and after school.
- Parent Education and Parent Child Activities: Family SEL Night, Family Math Morning, Family STEM Night
- Programs for English Learner Students: Designated and integrated ELD instruction, progress monitoring, and academic language development.
- Special Education Services: A full continuum of services to support students with disabilities in meeting academic, behavioral, and social emotional goals.
- State Preschool: High quality early learning experiences for preschool age students.

Fiscal Year 2024-25 Types of Services Funded

- Student and Family Primary Language Support: Bilingual assistance provided to support access, communication, and engagement.
- Translation for Home School Communication: Translation offered for meetings, documents, and digital communication to ensure families receive information in languages they understand.
- AVID College and Career Readiness: Schoolwide AVID strategies support organization, inquiry, collaboration, note taking, and college and career awareness to help all students develop the skills needed for future success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$62,144	$62,783
Mid-Range Teacher Salary	$106,799	$97,783
Highest Teacher Salary	$148,973	$128,020
Average Principal Salary (Elementary)	$167,127	$160,224
Average Principal Salary (Middle)	$186,861	$166,992
Average Principal Salary (High)	$202,028	$180,971
Superintendent Salary	$391,352	$313,465
Percent of Budget for Teacher Salaries	27.53%	30.05%
Percent of Budget for Administrative Salaries	5.5%	5%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4