

Paularino 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	Paularino Elementary School
Street	1060 Paularino Avenue
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(714) 424-7950
Principal	Bonnie Hinton
Email Address	bhinton@nmusd.us
School Website	https://paularino.nmusd.us/
Grade Span	P-6
County-District-School (CDS) Code	30-66597-6029458

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

Mission Statement

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

Vision Statement

At Paularino, we are dedicated to creating a safe, inclusive, and supportive environment where students thrive academically, socially, and emotionally. Through Positive Behavioral Interventions and Supports (PBIS), we foster respect, responsibility, and safety by reinforcing positive behaviors and building strong community partnerships.

2025-26 School Description and Mission Statement

Our focus is on delivering high-quality instruction, promoting social-emotional growth, and maintaining a safe and respectful school culture where every student is empowered to succeed.

School Description

Welcome to Paularino Elementary, proudly serving the Costa Mesa community within the Newport-Mesa Unified School District. We have approximately 415 students in pre-K through sixth grade. We are fortunate to have five Applied Behavior Analysis classrooms serving students with Autism Spectrum Disorder and moderate to severe needs. With our differentiated curriculum, we are able to provide enrichment and intervention based on the individual needs of our students. Staff, parents, and students all believe that each student is capable of meeting high academic standards. Together, we have the power to help students reach their goals, and our resources are aligned to provide any necessary interventions.

At Paularino, state-of-the-art technology is integrated throughout the curriculum and instruction. All students in Grades TK–6 have a one-to-one ratio of technology devices. These devices provide access to the internet and digital learning platforms and enhance our robust academic instruction.

Students also have access to a variety of academic and enrichment activities during the school day, and more than 150 students participate in after-school classes aligned with STEM and the arts. Unique to Paularino is a thriving garden that supports learning experiences aligned to California State Standards and Next Generation Science Standards.

In addition to a strong academic enrichment emphasis, Paularino has a robust character education program with a focus on Positive Behavior Intervention and Support (PBIS). Our Panthers show their P.R.I.D.E every day: Positivity, Respect, Integrity, Determination, and Empathy. Students receive awards and Panther Paw incentives to reinforce the use of these important behaviors.

Teachers and support staff meet regularly to analyze data, discuss, and share best practices, participate in professional development, and establish individual and school-wide goals. Parents and community volunteers work with students, help in the library, and support various school improvement projects. The PTA raises funds for supplemental supplies, assemblies, and special events, including events for the entire family.

Each Friday morning, our school community gathers to celebrate all the great things happening on campus and make school-wide announcements for Flag Deck. We end our celebration 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 Elementary is a great place to learn! Together, our enthusiastic students, talented staff, and supportive parent community are dedicated to preparing students for their future. Go Panthers!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	61
Grade 2	53
Grade 3	47
Grade 4	49
Grade 5	40
Grade 6	48
Total Enrollment	371

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	55.8
Non-Binary	0.3
Asian	6.2
Black or African American	2.2
Filipino	1.3
Hispanic or Latino	65.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7
White	17.3
English Learners	25.6
Foster Youth	0.3
Homeless	6.2
Socioeconomically Disadvantaged	70.6
Students with Disabilities	25.9

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)	15.9	84.2	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	3	15.8	49.8	5.37	15831.9	5.67
Total Teaching Positions	18.9	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)	18.2	85.85	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	3	14.15	43	4.56	14303.8	5.15
Total Teaching Positions	21.2	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)	19.4	86.66	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)	1	4.45	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	2	8.89	49.2	5.18	13705.8	4.91
Total Teaching Positions	22.4	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	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

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

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. Playgrounds, restrooms, landscaping and fans/AV were all updated in Summer 2025.

196 work orders were completed for Paularino 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)	45	42	59	61	47	48
Mathematics (grades 3-8 and 11)	31	36	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

2025 School Accountability Report Card

Page 9 of 20

Paularino Elementary School

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	184	175	95.11	4.89	42.29
Female	82	81	98.78	1.22	43.21
Male	102	94	92.16	7.84	41.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	121	96.80	3.20	34.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	64.29
White	26	22	84.62	15.38	63.64
English Learners	36	34	94.44	5.56	8.82
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	136	95.10	4.90	33.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	44	84.62	15.38	29.55

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	184	174	94.57	5.43	36.21
Female	82	81	98.78	1.22	32.10
Male	102	93	91.18	8.82	39.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	121	96.80	3.20	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	71.43
White	26	21	80.77	19.23	52.38
English Learners	36	34	94.44	5.56	5.88
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	143	135	94.41	5.59	28.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	44	84.62	15.38	22.73

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)	23.91	28.95	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	40	38	95.00	5.00	28.95
Female	16	16	100.00	0.00	18.75
Male	24	22	91.67	8.33	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55	3.45	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	33	94.29	5.71	21.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	25.00

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	98	98	95	98	100

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

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. In addition to classroom support, parents also support school programs such as Jog-A-Thon, Red Ribbon Week, the school garden, assemblies, field trips, 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. Our Paularino PTA has created Family events such as Movie Night, Game Night, and dine-out opportunities to create community among families.

As a site, Paularino has implemented family learning opportunities such as Family Literacy Night, and Family STEM night to encourage family participation with their children as they learn together. Paularino also engages families and supports involvement through a weekly newsletter, quarterly Coffee with the Principal, and parent education offerings. These opportunities are supported through LCFF and Title 1 school funds.

For more information about opportunities to become involved in the school, please contact School Office Assistant Noel Oggero-Evans at (714) 424-7950.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	399	393	78	19.8
Female	173	171	32	18.7
Male	225	221	46	20.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	1	4.2
Black or African American	11	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	260	255	56	22.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	25	3	12.0
White	69	69	15	21.7
English Learners	105	104	20	19.2
Foster Youth	--	--	--	--
Homeless	27	27	8	29.6
Socioeconomically Disadvantaged	291	285	68	23.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	115	112	25	22.3

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
3.34%	1.8%	0.25%	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	0.25	0.00
Female	0.00	0.00
Male	0.44	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	0.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.34	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.

2025-26 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 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.

Creating and maintaining a safe and orderly environment is essential for learning. We maintain a comprehensive school safety plan and have emergency preparedness coordinators to train and instruct our staff. Our safety plan addresses disaster preparedness, personal characteristics of students and staff, school rules, routines and procedures, and Paularino physical and social environment. Our school safety team meets to address safety issues for students and employees. Paularino participates in school-wide emergency drills including evacuation, shelter, lockdown and disaster drills for a total of 12 drills in the school year.

The 2025-2026 School Safety Plan was approved by the School Site Council on January 20, 2025 and approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on November 18, 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	14	10	1	1
1	21	4	2	0
2	21	1	6	0
3	21	1	7	0
4	22	2	6	0
5	26	0	8	0
6	18	8	0	0
Other	10	3	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	17	6	3	0
1	18	5	3	0
2	17	5	3	0
3	17	3	8	0
4	13	11	0	0
5	19	3	8	0
6	18	3	8	0
Other	11	6	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	15	9		
1	20	3	6	
2	18	3	6	
3	17	3	8	
4	18	3	8	
5	14	11		
6	17	3	8	
Other	14	3	1	

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	371:1

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	1.2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	3.7

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	\$17,834	\$8,843	\$8,991	\$110,812
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	-5.5	2.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-6.0	14.1

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
- Full time music and science teachers providing weekly classes to all students
 - Enrichment Programs and After School Clubs
- *Band
- *Book Club
- *Dance
- *Garden Club
- *Choir Club
- *STEM
- *Athletics during lunch recess with Beyond Athletics staff
 - Extended Day/Year/Summer School
 - 4 Art Masters assemblies and lessons per year at each grade level

Fiscal Year 2024-25 Types of Services Funded

- 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
- Positive Behavior Intervention and Supports - incentives and awards

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