

Kaiser Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Kaiser Elementary School
Street	2130 Santa Ana Avenue
City, State, Zip	Costa Mesa, CA 92627
Phone Number	(949) 515-6950
Principal	Dr. Deborah Granger
Email Address	dgranger@nmusd.us
School Website	https://kaiser.nmusd.us/
County-District-School (CDS) Code	30-66597-6029359

2022-23 District Contact Information

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

2022-23 School Overview

Kaiser Elementary School, home of the Knights, is centrally located in Costa Mesa. In the 2022-2023 school year, approximately 550 students grades three through six attend Kaiser. Housing in our area is diverse, consisting of single-family homes, condominiums and townhouses, apartment homes, and motels in the cities of Newport Beach and Costa Mesa. Second-grade students "graduate" from nearby Woodland Elementary School and begin attending Kaiser in grade three. After students complete sixth grade at Kaiser Elementary School, they attend Horace Ensign Intermediate School for grades seven and eight, and then Newport Harbor High School.

In addition to traditional and essential instruction associated with elementary school, students at Kaiser experience enriched music and STEM programming. Music enrichment is provided to all interested students in grades 4 - 6 after school. This year, Kaiser students have the option of joining the Ukulele Ensemble or the Orchestra. We Love STEM (also known as the Kaiser-Woodland Schools Foundation) underwrites one day of engineering instruction weekly. This is scheduled for implementation in early January, 2022. As a 1:1 Chromebook school, students learn in a technologically enhanced environment. Our school benefits tremendously from a strong community of caring parents who support a variety of enrichment opportunities throughout the school year. These include Walk Through History and Art Masters. To support and promote emotional well being, Kaiser's teachers have been trained in RULER (Recognize, Understand, Label, Express, and Regulate) and are implementing it as a staff. During the second half of the school year, they will begin initial implementation steps in their classrooms. Classified staff members also are learning about RULER and the value of supporting the emotional regulation of students. Kaiser welcomed a 1/2 time counselor to its staff this year along with a one-day per week behavior specialist. These members of our staff contribute heavily to Kaiser's wellness team. As a Positive Behavioral Supports and Interventions (PBIS) school, students focus on Common sense, Accountability, Respect, and the idea that Everyone matters - At Kaiser, we C.A.R.E.!

Kaiser's vision: All Kaiser students will be academically prepared, personally successful, and ready to pursue their dreams. To achieve this vision, we subscribe to the following mission: Kaiser teachers and staff provide the highest levels of instruction to students to maximize future academic and life opportunities. Teachers continually learn and add to their "tool kits" to provide students with outstanding instruction.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	118
Grade 4	123
Grade 5	151
Grade 6	125
Total Enrollment	517

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	56.1
American Indian or Alaska Native	0.0
Asian	1.9
Black or African American	0.6
Filipino	1.0
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.9
White	57.8
English Learners	8.7
Foster Youth	0.2
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	23.0
Students with Disabilities	15.7

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)	27.80	95.19	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)	1.00	3.41	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	0.40	1.37	44.90	4.88	18854.30	6.86
Total Teaching Positions	29.30	100.00	921.40	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

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

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

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

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

2021-22 Class Assignments

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

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

10/03/2022

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

School Facility Conditions and Planned Improvements

KAISER - 40,320 Classroom Sq. Ft.

This school was built in 1961. There are 31 permanent classrooms, a multi-purpose room, a library and an administration building. The school was modernized in 2005. 3 portable classrooms were constructed in 1997 and modernized in 2006. 8 portable classrooms were constructed in 2002.

276 work orders were completed for Kaiser in the 2021-2022 fiscal year. This site was last inspected on 8/15/22.

Year and month of the most recent FIT report

8/15/22

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	66	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	519	510	98.27	1.73	60.98
Female	223	219	98.21	1.79	62.10
Male	296	291	98.31	1.69	60.14
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	151	99.34	0.66	39.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	53	53	100.00	0.00	67.92
White	296	289	97.64	2.36	70.24
English Learners	40	40	100.00	0.00	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.00	0.00	46.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	81	76	93.83	6.17	28.95

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	519	510	98.27	1.73	66.27
Female	223	219	98.21	1.79	61.64
Male	296	291	98.31	1.69	69.76
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	151	99.34	0.66	49.01
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	53	53	100.00	0.00	79.25
White	296	289	97.64	2.36	73.01
English Learners	40	40	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.00	0.00	46.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	81	76	93.83	6.17	27.63

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	48.05	NT	37.16	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	154	99.35	0.65	48.05
Female	71	71	100	0	46.48
Male	84	83	98.81	1.19	49.4
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	53	53	100	0	20.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	75
White	85	84	98.82	1.18	61.9
English Learners	18	18	100	0	11.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100	0	32.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	10

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

During full-time in-person instruction, on average, parents volunteer over 1200 hours per year to support the academic and enrichment opportunities provided at Kaiser Elementary School. For example, the Parent Faculty Organization (PFO) contributes to the enrichment of all students through its support of programs including Art Masters, Walk Through History, and Authors' Festival, along with other meaningful experiences, which include performances by the Orange County Performing Arts Center and field trips. The Kaiser Woodland Schools Foundation (KWSF) - also known as We Love STEM - contributes to the instructional program by raising funds to underwrite a one-day-per week engineering teacher. Parent involvement also occurs via leadership groups such as School Site Council (SSC) and English Language Advisory Council (ELAC). Parents are partners in the education of their children at Kaiser. They regularly work in classrooms, chaperone field trips, and help with special projects around the school. We are fortunate to have a extremely supportive parent community. Kaiser has planned a family story time with Mariners Branch Library in March, 2022. Additional planned events include and parent information sessions (e.g., NHHS Information Night and Kaiser Safety Night) throughout the school year to involve and inform parents. Parents are vital partners in the education process for Kaiser students. It is our goal that parents feel well equipped to support their students at home. During the 2020-2021 school year, parent volunteers provided support by preparing materials at home for teachers. In the 2021-2022 school year, volunteers are returning to campus and some meetings are taking place on campus.

During the 2020-2021 school year, Kaiser shifted to virtual ELAC, PFO, SSC, and We Love STEM meetings. Our PFO added a Diversity and Inclusion committee to address the needs of English learners, LGBTQ students, etc. Additionally, our PFO partnered with Kaiser to provide parents with parent buddies to help with questions and challenges related to the increased use of technology to support instruction. Current focal points for parent and student involvement include cyberbullying and adolescence sessions. Parents have decided to continue meetings via Zoom in the 2021-2022 school year. A result is greater and more regular attendance. Through outreach to parents via Blackboard messages, parents reach out to the school for meetings with the principal and staff members to address issues related to attendance, behavior, academics, and emotional well-being. Science camp is scheduled for March-April, 2022. Parents are scheduled to attend an orientation on January 18, 2022.

2022-23 Opportunities for Parental Involvement

For more information about opportunities to become involved in the school, please contact the Administrative Assistant/Kathy Dugan at 949-515-6950.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	531	106	20.0
Female	229	229	45	19.7
Male	303	302	61	20.2
American Indian or Alaska Native	0	0	0	0.0
Asian	10	10	2	20.0
Black or African American	3	3	1	33.3
Filipino	5	5	0	0.0
Hispanic or Latino	156	155	35	22.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	52	52	7	13.5
White	303	303	60	19.8
English Learners	47	47	12	25.5
Foster Youth	2	2	1	50.0
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	138	137	44	32.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	93	22	23.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.74	1.55	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.54	0.56	0.60	2.87	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.00	0.00
Male	0.99	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.33	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

2022-23 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are evaluated and revised October through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year. The Local Board of Education approved the plan on February 8, 2022. The safety of Kaiser students is a priority for the staff at Kaiser Elementary. A comprehensive School Safety Plan is in place with policies and procedures for student safety and regularly updated. Monthly drills are held for a variety of emergency situations so students and staff operate in a consistent manner with safety as a priority. Kaiser Safety Coordinators attend regular meetings and trainings to assist the school staff in maintaining a safe and secure environment. School Safety Action Plan goals are based on data gathered throughout the year from teachers, students, staff members, and community members as well as significant initiatives such as Positive Behavioral Interventions and Supports (PBIS).

Additionally, behavioral expectations for students are articulated in the Rules and Regulations in our Parent/Student Handbook, school wide implementation of PBIS, and initial training of Kaiser staff in a social emotional approach developed at Yale and called RULER. Finally, our effective Safe School Plan proposal was developed by Kaiser's Safety Committee, which includes representatives from each grade level, classified staff, and administrators. It was approved by Kaiser's School Site Council on January 18, 2022, and shared by Safety Committee members to grade level cohorts at team meetings immediately following. The Plan was shared in greater detail on January 19, 2022. Goals include the following: 1) safe ingress and egress (includes supervision, ingress and egress points), 2) safe and orderly environment conducive to learning (includes PBIS, anti-bullying programming, expectations assemblies, school handbook, attendance procedures), and 3) determining off site evacuation routes for each grade level. In November, 2021, parents began to complete volunteer registration and have returned to campus. They follow NMUSD COVID safety precautions including vaccination attestation.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3	25		7	
4	29		5	
5	29		6	
6	28		6	
Other	7	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3	19	6		
4	23		6	
5	27		4	
6	24		6	
Other	7	2		

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				
1				
2				
3	19	21	3	
4	20	17	7	
5	25		24	
6	24	1	20	
Other	6	2		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	517

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,653	\$4,165	\$8,488	\$107,860
District	N/A	N/A	\$7,549	\$100,875
Percent Difference - School Site and District	N/A	N/A	11.7	6.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	25.1	19.9

2021-22 Types of Services Funded

Services available at Kaiser Elementary School include the following:

- 1) 1:1 Chromebooks
- 2) Orchestra and Ukulele Ensembles
- 3) Gifted and Talented Education (GATE)
- 4) Reading Intervention during the School Day
- 5) Student enrichment and family engagement opportunities through Foundation-funded engineering kits and subscription to Generation Genius for home use
- 6) English Language Development supports for English Learners
- 7) School Community Facilitator to provide primary language support for English learners and families
- 8) Special Education including mild-moderate support and moderate-severe support
- 9) Translation for home-school communication
- 11) Translation and interpretation for school-home communication

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

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

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