

Back Bay Continuation High 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	Back Bay Continuation High School
Street	390 Monte Vista Drive
City, State, Zip	Costa Mesa, CA 92627
Phone Number	(949) 515-6900
Principal	Dr. Kirk Bauermeister
Email Address	kbauermeister@nmusd.us
School Website	https://backbay.nmusd.us/
County-District-School (CDS) Code	30-66597-3034907

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

Back Bay High School has been a "Model Continuation High School" for the years 2009-2017. An educational option in California since 1919, continuation high schools are designed to meet the needs of students 16 through 18 years of age who have not graduated from high school. Students enrolled in continuation high school are deemed at risk of not completing their schooling if they continue attending their assigned high school. Back Bay High School involves faculty, students, parents, and the community in a continuing effort to develop the skills and attitudes needed to engage students in school. In 2017, Back Bay Continuation High school was again awarded the title of "Model Continuation High School" by the State of California. This title was awarded after an extensive application and site visit verified that the school met and exceeded the California State Standards for a Continuation High School.

The goal of the Back Bay High School staff is to engage disenfranchised students with the school system. Through the successful completion of high school coursework, Back Bay students develop a graduation plan that allows them to attain their goal of graduating from high school. All students are required to complete the Newport-Mesa Unified School District graduation requirements. In addition to the coursework, students are provided career counseling integrated into their coursework and have numerous opportunities to attend guest speakers and participate in college fairs held on campus and at the community colleges. There is an emphasis on vocational counseling and career opportunities provided through the community college programs.

Back Bay provides all students with the required Newport Mesa Unified School District's course curriculum leading to a high school diploma. Students who have failed classes at their comprehensive high schools prior to transferring to Back Bay begin to make up lost credits while working toward graduation. To stay continuously enrolled all students are expected to make significant progress. Students who want to return to their high school have an opportunity to return if they make up previously

2022-23 School Overview

failed classes and stay on track with the correct number of credits required to be at grade level status. Back Bay is very successful working with at-risk students. Staff is committed to providing students with the academic, social and emotional support that each student requires.

Students enrolling in Back Bay High School attend school daily and complete four quarters per year. The school provides an option for students who do not enjoy being part of a large high school and need smaller classes and more contact time with teachers. Students who have failed classes at their comprehensive sites can make up classes by retaking them and work independently for some of their coursework.

Vision

Back Bay High School has a clearly stated vision based on student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and central administration, the school's purpose and mission are further defined by the expected learning outcomes and academic standards.

Expected Schoolwide Learning Results

Academic Achievers

Students will develop competency in listening, reading, writing and computation in order to meet the district's graduation requirements and California state standards.

Responsible Citizens

Students will base life choices on an awareness of positive community role models. They will work effectively with others, and respect the diversity of others by demonstrating honest, ethical behavior.

Personal Responsibility

Students will be able to use the information and skills acquired in school and apply those skills in their lives to achieve success in future endeavors.

Post-Graduate Careers

Students will graduate understanding their career aptitudes and the career paths they must follow to become employable and the options available to them for further training/education.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	10
Grade 11	39
Grade 12	82
Total Enrollment	134

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.6
Male	63.4
American Indian or Alaska Native	0.0
Asian	1.5
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.5
White	23.1
English Learners	35.1
Foster Youth	0.7
Homeless	9.0
Migrant	0.0
Socioeconomically Disadvantaged	64.9
Students with Disabilities	20.1

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)	12.50	92.27	861.90	93.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	7.73	6.60	0.73	12115.80	4.41
Unknown	0.00	0.00	44.90	4.88	18854.30	6.86
Total Teaching Positions	13.50	100.00	921.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	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.

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)	0.00	
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	Timeless Voices, Timeless Themes, Prentice Hall (Grades 9-12), 2003 Locally developed standards-aligned Units of Study (Grades 9-12), 2015 For ELD: Edge, National Geographic (Grades 9-12), 2014	Yes	0%
Mathematics	Illustrative Mathematics, Algebra 1, Algebra 2 & Geometry, McGraw Hill, (Grades 9-12), 2019	Yes	0%
Science	Foundations of Physical Science, CPO, 2013 Biology, Pearson Prentice Hall, 2006	Yes	0%
History-Social Science	World History: The Modern World, Pearson Scott Foresman and Prentice Hall, 2019 U.S. History America Through the Lens, National Geographic Learning, 2019 IMPACT California Social Studies - Principles of Economics, McGraw Hill Education, 2019 IMPACT California Social Studies - Principles of American Democracy, McGraw Hill Education, 2019	Yes	0%
Foreign Language			0%
Health	Glencoe Health, Glencoe/McGraw Hill, 2009	Yes	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

BACK BAY/MONTE VISTA HS -

11,520 Classroom Sq. Ft. This school was built in 1954. There are 12 permanent classrooms, a multi-purpose room, a computer lab and an administration building. The school underwent modernization between 2002-2004.

142 work orders were completed for Back Bay/Monte Vista in the 2021-2022 fiscal year. This site was last inspected on 08/03/22.

Year and month of the most recent FIT report

08/03/22

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	3	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	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	55	36	65.45	34.55	2.78
Female	20	12	60.00	40.00	0.00
Male	35	24	68.57	31.43	4.17
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	27	69.23	30.77	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	14	7	50.00	50.00	--
English Learners	18	12	66.67	33.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	36	22	61.11	38.89	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	55	37	67.27	32.73	0.00
Female	20	13	65.00	35.00	0.00
Male	35	24	68.57	31.43	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	28	71.79	28.21	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	14	7	50.00	50.00	--
English Learners	18	12	66.67	33.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	36	23	63.89	36.11	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	2	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	99	51	51.52	48.48	2
Female	41	20	48.78	51.22	0
Male	58	31	53.45	46.55	3.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	72	39	54.17	45.83	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	10	40	60	--
English Learners	37	19	51.35	48.65	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	35	52.24	47.76	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Newport Mesa has 10,383 students in 9th -12th grade, of those students 4,079 are enrolled in CTE courses. NMUSD has 13 CTE Sequenced Pathways with 1,755 students enrolled in those pathways. Of those students enrolled in CTE courses 38.47% were Non-Traditional Employment participants and 39.15% completed Non-Traditional Employment Pathways. Coastline ROP offers 45% of the pathway courses and NMUSD offers 54% of the pathway sequenced courses within the bell schedule. Examples of the integrated curriculum in our CTE Curriculum are: 61% pathway sequenced courses are UC/CSU A-G approved and 45% pathway courses are articulated with multiple community colleges in Orange County (stated in the required table). There are two in-bell non-sequenced CTE courses both at Costa Mesa High School. Measurement of outcomes for the CTE pathway programs utilize the following multiple assessments: CALPADS data and Perkins E2 reporting from the previous year is shared with the HS Principals and their staff. Coastline ROP courses have assessments integrated into their curriculum. A coordinated effort is made in linking all secondary schools with CTE in NMUSD. Creating collaborative group meetings for our CTE Pathways district-wide ensure our teachers discuss and evaluate benchmarks for completion and success in courses in an ongoing manner. Teachers meet with site Principals and Advisory Council members and ROP to review their needs for their program. Annual review of the OC Business Council Annual Report reveals the growth of high wage, high demand industry sectors in Orange County. Presentation for this information is made at the annual CTE Advisory Council meeting which is chaired by an Industry Advisor. CTE teachers join in on staff meetings at their sites.

Back Bay High School presently does not have a CTE program or pathway. However they do have an ROP representative and have increased their time on to campus twice a week.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	90.15
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	1.92

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 9	--	--	--	--	--

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

Back Bay families may attend parent involvement opportunities at their student's school of residence, even after the student has transferred to Back Bay.

During this time of distance learning, events such as Site Council and ELAC meetings will be held online via Zoom.

Back Bay has a School Site Council comprised of parents, staff, students, and community members. Interested parents apply to join the site council by speaking to Kelly Davis, our office manager.

- We have a PTSA that holds meetings four times per year. All parents, students, staff, and community supporters are invited to join our PTSA for \$10. PTSA sponsors No Tardy Parties, Donut Greetings at the Gate, drawings for perfect and improved attendance, holiday parties, etc, which parents are encouraged to attend.
- We invite all parents to participate in our English Learner Education Advisory Committee meetings several times per year. This committee has been helpful to the parents of students whose primary language is not English. Our school has a representative on the District English Learners (DELAC) Committee also. Students and parents attend ELAC meetings together in the early afternoon on our campus. Spanish translation is provided.
- Parents/Guardians are invited to attend Back to School Night and Awards Night. Information regarding scheduled school activities and daily attendance are sent via an automated telephone system in Spanish and English, and are posted on our backbay.nmusd.us web page.
- Parents/Guardians enrolling their son/daughter are required to participate in the registration process by reading and initialing school policies and procedures. Any parent may meet with the principal, assistant principal, or counselor prior to enrolling. Prior to registration and acceptance, students who have extensive discipline records or unusually high absenteeism from their sending school are required to meet with the principal or designee.
- Parents/guardians wishing further information on attending or volunteering at school functions/meetings may call Kelly Davis, office manager, at 949-515-6900 or email her at kdavis@nmusd.us

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		35.7	13.6		7.4	4.3		8.9	7.8
Graduation Rate		48	76.3		88.4	92.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	59	45	76.3
Female	27	23	85.2
Male	32	22	68.8
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	44	33	75.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	14	11	78.6
English Learners	22	14	63.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	48	36	75.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	13	9	69.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	219	205	172	83.9
Female	82	78	66	84.6
Male	136	126	105	83.3
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	3	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	164	155	126	81.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	3	2	66.7
White	45	42	39	92.9
English Learners	82	77	67	87.0
Foster Youth	3	2	2	100.0
Homeless	28	25	21	84.0
Socioeconomically Disadvantaged	148	140	117	83.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	32	28	87.5

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	15.48	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	10.00	14.61	0.60	2.87	0.20	3.17
Expulsions	0.00	1.37	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.61	1.37
Female	9.76	0.00
Male	17.65	2.21
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	15.24	0.61
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.11	0.00
English Learners	14.63	1.22
Foster Youth	0.00	0.00
Homeless	21.43	3.57
Socioeconomically Disadvantaged	14.86	1.35
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.65	2.94

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. A complete list of emergency response assignments and review of the previous safety plan was held at a staff meeting on 10-13-21. Bernard Jain, site safety coordinator, assigned staff to emergency duties, will attend district safety meetings, organize drills, etc. The previous Safety Plan was discussed and reviewed at a staff meeting on January 26th, 2022, by Mr. Jain. It was approved by the Local Board of Education on February 8, 2022.

In compliance with the Governor's and the Office of Emergency Services and local Newport-Mesa Board Policy, the Alternative Education Staff has developed an earthquake/disaster preparedness checklist as part of our overall Safe School Policy. Each staff member receives a handbook and training. In the event of a crisis, we are prepared to be self-sufficient until outside assistance is available. We conduct regular fire, intruder, and earthquake drills. Our Site Safety Coordinator and our security guard have also participated in workshops for additional training in security and safety techniques. Our safety plan includes a specific chain of command and defines the role each staff member has in ensuring the safety and well being of students on our campus. Back Bay reviews and updates its disaster preparedness and safety plan yearly. Faculty meetings are held to discuss procedures and, in turn, teachers inform students in class. Fire, earthquake, evacuation, and intruder drills are held twice annually. Water, medical supplies, and search and rescue equipment are stored on campus in a steel cargo container. In order to better prepare staff, specific incidents that could happen are discussed frequently at staff meetings.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	14		
Mathematics	3	15		
Science	9	8		
Social Science	13	16		

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	17		
Mathematics	2	34		
Science	5	10		
Social Science	8	22		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	21		
Mathematics	3	20		
Science	3	10		
Social Science	5	19		

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	134

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

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	\$29,592	\$10,949	\$18,643	\$105,736
District	N/A	N/A	\$7,549	\$100,875
Percent Difference - School Site and District	N/A	N/A	84.7	4.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	95.5	17.9

2021-22 Types of Services Funded

Back Bay services include:

- Access to Technology, including a 1-to -1 Student to Chromebook ratio
- Counseling (Academic and Career) via our school counselor
- Social Services (access to a social worker or psychologist)
- Special Education (SAI and ED programs)
- Financial Aide assistance via Financial Aide Night or appointment with the school counselor
- Translation for Home-School Communication, as well as on-campus Spanish language interpretation provided by our School Site Facilitator
- Small class sizes

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%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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