

Corona del Mar High School & Middle 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	Corona del Mar High School & Middle School
Street	2101 Eastbluff Drive
City, State, Zip	Newport Beach, CA 92660
Phone Number	(949) 515-6000
Principal	Dr. Jake Haley & Dr. Rebecca Gogel
Email Address	jhaley@nmusd.us; rgogel@nmusd.us
School Website	https://cdm.nmusd.us/
County-District-School (CDS) Code	30-66597-3031697

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

Corona del Mar Middle/High school continues to be recognized as one of the top schools in the nation. Opened to the community in 1962, the school is located just southeast of Newport Harbor off Pacific Coast Highway in Newport Beach, California. Demographic shifts within the Newport-Mesa Unified School District required the expansion of Corona del Mar High School to include 7th and 8th graders in 1983.

Corona del Mar's mission is to provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, act with empathy, and live with integrity.

Corona del Mar Middle/High School currently serves 2050 students in grades 7 through 12. Our students reside within the communities of Corona del Mar and Newport Beach. The school provides quality education to one of the most affluent areas of the state; median home prices were recorded to be more than double the national average. Corona del Mar Middle/High School has five feeder elementary schools. The majority of our students have attended school together since kindergarten, as the community has a very low rate of transience. The parent community is highly involved in and supportive of the school. Our parent population has a higher than average educational achievement level. Per the collective bargaining agreement, teachers are contracted at 180 students per day, an average of 30 students in 8 periods. The master schedule, which is driven by student course request, has increased the number of course options available.

CdM's graduation rate is 99% and approximately 95% of our students extend their education at colleges and universities. More than 75% of our college bound students complete the University of California A-G requirements. Our curriculum is focused on rigorous college preparatory classes with 59 AP classes covering 23 AP courses.

The gender data at CdM MS/HS has remained consistent over the past eleven year, for 22-23 school year the ratio is 54% male and 46% female, with minor fluctuations from year to year. The ethnic diversity of students has also remained, statistically speaking, both reasonably constant and reflective of the community population. 69% of the student body is white. The numbers of Asian and Hispanic students have increased slightly in recent years. 12% of the student body is comprised of Latino students. Students of Asian descent currently comprise 10% of the student body. 7% of our students are classified as African American and Multi-Ethnic, Non-Hispanic. English is the primary language spoken at home for approximately 97% of the CdM student body. There are currently 101 identified EL students. Each year less than fifteen students have been classified as Beginning to Early Intermediate learners, and the remaining two-thirds are identified as intermediate, early advanced, or

2022-23 School Overview

advanced, according to their English Language Proficiency Assessment for California (ELPAC) results. The identified Beginning to Early Intermediate students have been enrolled in the English Language Development (ELD) support class while others have been fully mainstreamed into classes with teachers trained in Specially Designed Academic Instruction in English (SDAIE) techniques. Upon parent and student request, those students identified as English learners may take mainstream English or Reading Intervention in conjunction with their English Language Development class. Students achieving Reclassification to Fluent English Proficient (R-FEP) status are closely monitored by a team of staff members consisting of administration, counselors, the English Language Coordinator, and the mainstream Math and English teachers.

The counselors, teachers, and administrators have made a significant effort to address parent and student academic concerns through an increase in Student Support Team (SST) meetings and student-teacher conferences. This approach has resulted in better identification of 504 and Special Education student needs. There continues to be opportunities to enhance the academic experience for our (Specialized Academic Instruction) SAI students. The SAI teachers are working towards consistent implementation of an appropriate rigorous curriculum in a pull-out setting with very low student/teacher ratios. For those students who are mainstreamed, the regular education teacher assists the students with accommodations/modifications as stated in the student's IEP. We currently have three autism classes and one moderate autism class with students who function at a higher cognitive level that serves as an academic bridge between the SAI and Autism programs. The curriculum offered in both the moderate and severe autism classes is directly driven by students' IEP goals.

Corona del Mar MS/HS is a participant in the Positive Behavior Intervention and Support (PBIS) program. Our core values include Empathy, Integrity and Resiliency. Our PBIS statement of purpose for our students and staff is, "Sea Kings demonstrate Integrity, Resilience and Empathy". These three core values are embedded into the school culture at CdM. Students know what is expected of them and are supported in positive behavior throughout the campus, and co-curricular activities and athletic events. A matrix of expected behaviors in the context of various activities and geographical locations is presented and discussed with all students at the beginning of the school year.

Corona del Mar High School currently offers two signature academies were developed, one for academics and one for the arts programs. The Academy of Global Studies (AGS), provides students with the opportunity to participate in a rigorous curriculum of AP social science courses and a four-year world language course sequence leading to the State Seal of Bi-literacy, This academy empowers students with the skills and tools to enhance global competitiveness and to develop global relationships with students around the world.

Currently, Corona del Mar High School is partnering with a school in Japan. The Performing Arts and Multi-Media Academy (PAMA) allows students to focus on an artistic pursuit throughout their four years of high school. They identify their area of focus from Art, Choral Music, Instrumental Music, Drama, Dance, Visual Art and Digital Art. Students in this program are exposed to artistic expression, develop connections and work with professionals in the field.

Corona del Mar has two CTE pathways: Design, Visual, Media Arts (DVMA) and Engineering. There are three courses articulated and sequenced in the Digital Video Media Arts Pathway with the capstone course Advanced Media Arts Portfolio. There are four courses in the Engineering pathway with the capstone course Advanced Design Engineering.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	270
Grade 8	295
Grade 9	347
Grade 10	358
Grade 11	417
Grade 12	404
Total Enrollment	2,091

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.1
Asian	10.3
Black or African American	0.7
Filipino	0.8
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.6
White	69.2
English Learners	3.3
Foster Youth	0.2
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	11.9
Students with Disabilities	9.6

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)	84.30	91.95	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)	2.80	3.15	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.17	6.60	0.73	12115.80	4.41
Unknown	4.30	4.72	44.90	4.88	18854.30	6.86
Total Teaching Positions	91.70	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.80	

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	0.10	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.10	

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)	2.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	

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 7-12), 2003 Locally developed standards-aligned Units of Study (Grades 7-12), 2015 For ELD: Inside, National Geographic (Grades 7-8) 2017 & Edge, National Geographic (Grades 9-12), 2014	Yes	0%
Mathematics	Illustrative Mathematics Gr 7-8, McGraw Hill, 2019 Illustrative Mathematics, Algebra 1, Algebra 2 & Geometry, McGraw Hill, (Grades 9-12), 2019 Advanced Mathematical Concepts (Enhanced Math III), Glencoe (Grades 11-12), 1994 Calculus for the AP Course, Bedford, Freeman, Worth 3rd Ed. (AP Calculus), 2020 Practice of Statistics, W.H. Freeman (AP Stats), 2015	Yes	0%
Science	OpenSciEd, Activate Learning (Grades 7-8), 2022 Biology, Pearson/Prentice Hall Miller/Levine (Grades 9-10), 2007 Campbell Biology in Focus (AP Ed.), Pearson 2nd Edition, 2015, Chemistry: Matter & Change, McGraw-Hill (Grades 10-11), 2007 Chemistry: A Molecular Approach AP Edition, Pearson, 2017 Fundamentals of Physics (AP Ed.) John Wiley & Sons (Grade 11-12), 2001 Hole's Essentials of Human Anatomy & Physiology Glencoe (Grades 11-12), 2015 Environmental Science, Friedland ad Relyea 2nd ed Oceanography, Cengage Learning 9th ed. (Grades 10-12) 2015	Yes	0%
History-Social Science	IMPACT California Social Studies- World History & Geography: Medieval and Early Modern Times, McGraw Hill Education , 2019 (Grade 7). IMPACT California Social Studies- United States History & Geography: Growth & Conflict, McGraw Hill Education, 2019 (Grade 8). The Cultural Landscape: An Introduction to Human Geography. 11th edition. Prentice Hall (Grade 9), 2014	Yes	0%

	World History: The Modern World, Pearson Scott Foresman and Prentice Hall, 2019 Ways of the World: A Global History (AP World) Bedford/Freeman/Worth Pub., 2019 U.S. History America Through the Lens, National Geographic Learning , 2019 The American Pageant. 17th Edition. Houghton Mifflin Co, 2019 Principles of Economics, McGraw Hill Education, 2019 Krugman's Macroeconomics for AP, Bedford, Freeman, Worth - 3rd Ed 2019 Principles of American Democracy, McGraw Hill Education, 2019 An Introduction to Comparative Politics (AP® Edition), 6th Edition, Cengage Learning, 2012 American Government: Stories of a Nation for the AP Course 1st Ed, 2019 Psychology 10e in Modules, Myers, Worth Publishers, 2018 Understanding Psychology, McGraw-Hill, 2014 Sociology and You, McGraw-Hill, 2014		
Foreign Language	Avancemos Levels 1-4, Holt McDougal (Grades 7-12), 2013 TEMAS, AP Spanish Language and Culture, Vista Higher Learning, 2014 Discovering French Today, Levels 1-3, Holt McDougal (Grades 7-12), 2013 Integrated Chinese Levels 1-2, Cheng & Tsui, (Mandarin Grades 9-12), 2009	Yes	0%
Health	Comprehensive Health, Goodheart-Wilcox, 2018	Yes	0%

School Facility Conditions and Planned Improvements

CORONA DEL MAR

This school was built in 1962. There are 93 permanent classrooms, a library, a lecture hall, a performing arts theater, a technology lab, a stand alone middle school (16 classrooms), two gymnasiums, a swimming pool and an administration building. Corona del Mar was modernized in 2006/2007, the middle school was completed in 2014.

772 work orders were completed for Corona del Mar Middle School and High School in the 2021-2022 fiscal year. This site was last inspected on 08/05/22.

Year and month of the most recent FIT report

08/05/22

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			

School Facility Conditions and Planned Improvements

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	69	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	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	980	959	97.86	2.14	68.93
Female	454	442	97.36	2.64	75.34
Male	525	516	98.29	1.71	63.57
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	113	109	96.46	3.54	82.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	49.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	61	98.39	1.61	78.69
White	671	658	98.06	1.94	69.30
English Learners	30	26	86.67	13.33	11.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	128	96.24	3.76	46.09
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	90	86	95.56	4.44	15.12

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	981	965	98.37	1.63	52.95
Female	454	445	98.02	1.98	52.58
Male	526	519	98.67	1.33	53.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	113	110	97.35	2.65	71.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	37.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	61	98.39	1.61	62.30
White	672	662	98.51	1.49	52.27
English Learners	30	29	96.67	3.33	17.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	133	131	98.50	1.50	32.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	90	87	96.67	3.33	12.64

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	41.51	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	1088	1060	97.43	2.57	41.51
Female	511	495	96.87	3.13	42.42
Male	576	564	97.92	2.08	40.78
American Indian or Alaska Native	--	--	--	--	--
Asian	125	123	98.4	1.6	59.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	103	96.26	3.74	37.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	52	100	0	40.38
White	779	757	97.18	2.82	39.76
English Learners	24	23	95.83	4.17	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	132	99.25	0.75	28.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	73	94.81	5.19	9.59

2021-22 Career Technical Education Programs

Newport Mesa has 9118 students in 7th -12th grade, of those students 3,060 took at least 1 CTE course. [Note: courses can be one semester or one year.] 1,015 students are enrolled in CTE Pathways. In 9th-12th grade NMUSD has a total of 15 in bell CTE pathways made up of 9 NMUSD and 6 ROP Pathways. In the year 2021-22 students participated in 3 ROP After Bell Pathways, and additional after bell classes. There are 44 CTE Pathway courses, 14 singleton high school CTE courses and 13 middle school courses. The Pathways are Engineering Design, Design Visual Media Arts, Residential & Commercial Construction, Patient Care, Food Service & Hospitality, Production & Managerial Arts (Theater Production, Film & Video Production) Software & Systems Development, Business Management, and Networking. These Pathways mirror the growing industry sectors in Orange County. All CTE Courses are written with the CTE Model Curriculum Standards, ELA, NCSS and Math Standards. 99% of CTE Pathway sequenced courses are UC/CSU a-g approved and 26% Pathway courses are articulated with multiple community colleges in Orange County. The 2 courses in the Business Management Pathway at Newport Harbor are IB. In the Software and Systems Development Pathway two courses are AP. 216 students completed their pathway at the end of the school year.

Measurement of outcomes use the following multiple assessments: CALPADS data and Perkins E2 reporting from the previous year is shared with the HS Principals and their CTE staff. Year-end assessments are integrated into ROP and Engineering courses. CTE students completed 655 industry certifications. The certifications are integrated into the curriculum, and they are: Food Service & Hospitality: Serve Safe; Business Mgmt.: H&R Block Financial Literacy, STUKENT; Residential & Commercial Construction: OSHA; Patient Care AHA CPR, Software & Systems Development, Java, Java Script, and Python. Leadership skills are embedded in the curriculum and the following are Career Technical Student Organizations and Career Technical: DECA, HOSA, FCCLA. A coordinated effort is made in linking all secondary schools with CTE in NMUSD. Creating collaborative group meetings for our CTE Pathways district- wide ensures our teachers and counselors discuss and evaluate benchmarks for completion and success in CTE courses in an ongoing manner. Teachers meet with site Principals, our Industry Advisory Council members and ROP review and approve their annual equipment needs for their program, which keeps them abreast of industry standards. Annual review of labor market information via the OC Business Council Report reveals the growth of high wage, high demand industry sectors in Orange County. This report helps guide our pathway development. Presentation for this information along with Cal Pads Data is made at the annual CTE Advisory Council meeting, which is chaired by Mike Stefani, President, AIT Management, and has representatives from NMUSD Special Populations, Industry Advisors, CTE teachers, counselors, and regional education administrators. CTE teachers and counselors join in on staff meetings at their sites. All middle and high school courses adopted the new CTE Model Curriculum standards and incorporate the 11 Elements of a High Quality CTE program as well as All Aspects of Industry. All students and parents in NMUSD have access to the College and Career website that has the course catalogue, information about Pathways at all sites and activities taking place during the year. Also, the site has a link to the College & Career Night information with all 200-college links and recorded breakout sessions on FAFSA, NCAA and industry expert panels.

Corona Del Mar High School has four CTE Pathways: Design, Visual & Media, Arts (DVMA), Production and Managerial Arts, Engineering and Design, and Networking. Corona Del Mar High School offers three courses in the Design, Visual, Media Arts Pathway, Production and Managerial Arts is in its first year and offers one in Theater Technology. All CDM CTE Courses are a-g, UC/CSU approved. The Engineering and Design Pathway, and the Design Visual Media Arts Pathway have articulated credit with local Orange County Community Colleges. The DVMA lab has been refurbished and brought up to state-of-the-art industry standards.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	362
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	88.5
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	99.14
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	90.41

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 7	95	97	97	98	98
Grade 9	75	71	79	76	78

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

Corona del Mar Middle/High School's administration and staff have worked hard to create a welcoming environment that encourages parental and community participation. The School Site Council comprising of representatives from all stakeholder groups meet monthly to review school wide policies and goals. This communication continues in several venues such as the monthly site leadership team meetings, quarterly School Site Council and English Learner Advisory Committee meetings, and the monthly parent meetings with PTA, Foundation and Boosters. A great deal of financial support comes from parent-driven booster groups, including Boosters, PTA and the Corona del Mar High School Foundation. The School Boosters support Academics, Activities, Arts and Athletics (4 A's).

The School Boosters typically raise between \$65,000 to \$80,000 per year through parent donations. The percentage of funds distributed to each of the 4A's varies from year to year, depending on requests submitted to the board and the amount of designated funds. The PTA holds monthly meetings featuring reports by both High School and Middle School principals as well as monthly speakers who address specific topics of interest. The PTA's only fundraiser is a Fall Home Tour which raises about \$150,000 a year. With this money, the PTA organizes and funds programs to enhance the day-to-day lives of CdM students and teachers, which are directed to the classroom for teacher materials and training. Additionally, technology, student field trips and teacher professional development are funded. The Foundation raises significant capital (between \$600,000 – \$900,000 per

2022-23 Opportunities for Parental Involvement

year). The foundation annually funds supplemental staff, academic needs, technology, infrastructure improvements, college preparatory advisement, and counseling services. The Foundation has invested significant capital into improving the infrastructure of the school to provide an updated environment conducive for learning. The Foundation invested several million dollars over the last seven years on campus improvements including our Learning Resource Center (LRC), new athletic lockers, newly renovated attendance office, the new Health Office and CSTEM lab.

To provide support to our parent community and keep them informed, the counselors provide regularly scheduled parent nights specifically designed to share educational information, discuss relevant parenting topics and reduce parental anxiety and stress.

Parent involvement through our parent volunteer program provides significant support to both the high school and middle school offices. They are both staffed with trained parent volunteers from 7:30am to 3:30pm five days per week. The time parents give to support the school through this program and other activities is a tremendous asset to our school community overall. For more information about opportunities to become involved in the school, please contact Vickie Gilmore, Administrative Assistant at (949) 515-6000.

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		7.3	3.6		7.4	4.3		8.9	7.8
Graduation Rate		91.1	94.2		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	416	392	94.2
Female	189	178	94.2
Male	227	214	94.3
American Indian or Alaska Native	--	--	--
Asian	43	41	95.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	41	37	90.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	309	291	94.2
English Learners	13	10	76.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	64	61	95.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	44	34	77.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2129	2117	386	18.2
Female	980	977	184	18.8
Male	1148	1139	201	17.6
American Indian or Alaska Native	2	2	1	50.0
Asian	220	220	22	10.0
Black or African American	15	15	4	26.7
Filipino	16	16	5	31.3
Hispanic or Latino	264	257	55	21.4
Native Hawaiian or Pacific Islander	11	11	3	27.3
Two or More Races	120	120	11	9.2
White	1465	1460	281	19.2
English Learners	74	74	16	21.6
Foster Youth	6	6	5	83.3
Homeless	14	11	3	27.3
Socioeconomically Disadvantaged	294	290	99	34.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	219	215	65	30.2

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	0.53	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	0.13	1.97	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	1.97	0.00
Female	0.31	0.00
Male	3.40	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.27	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	1.37	0.00
English Learners	2.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.48	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. Corona del Mar Middle/High School maintains its 2022-23 School Safety Plan that was updated and approved on 12/13/2021. The administrators, faculty, staff, students, and parents all work together to ensure the continued safety of our students at school events, in the community, and on campus during the regular school day. To complete our responsibility to educate the whole young person, as well as provide a safe and secure learning environment for all of our staff and students, the following are broad areas of focus: 1) Educating students and staff about actions they can take to promote an accepting and supportive environment; 2) Reviewing data to develop plans to address areas of need for both the physical plant and a positive culture on campus; 3) Developing procedures to adapt to new possible threats to staff and student safety, then educating and practicing those plans.

Staff development is held to train staff to act during emergency situations. The campus perimeter is secured by three full-time security staff, ensuring that non-students are not entering this campus. Parents and volunteers have to sign in through the new Raptor system in the front office and wear their visitor badges to confirm they are on campus for school business. Administrators are highly visible during school hours and faculty makes a conscious effort to secure a safe, clean and orderly campus.

Through participation in a law enforcement coordinated active shooter drill, staff members are trained in how to respond to these types of critical incidents, in addition to our response plan for natural disasters. All staff, students and parents are encouraged to utilize the Titan HST security app which allows for real-time communication regarding intruders, safety issues, school lockdowns and evacuations. Disaster drills (including practice drills for fire, earthquake, building evacuation, and intruders) are coordinated by an Assistant Principal and are conducted per State requirements. Faculty and staff are trained and briefed on these procedures in accordance with the School Safety Plan. The school maintains an emergency supply container with medical and non-medical supplies, food, and water, and each classroom is equipped with a tote of first aid materials and emergency supplies.

Staff and students actively participate in activities that promote an emotionally and socially positive and safe school culture. To address concerns of anti-bullying and anti-bias CDM has multiple groups such as PAL (Peer Assistance Leadership), Human Relations Council (HRC), National Honor Society (NHS), Sea King Peers (formerly known as Best Buddies), Associated Student Body (ASB) led activities, middle school discipline assemblies, the ONE student support organization, the high school and middle school Principal's Councils, and many other service organizations, clubs and activities. These programs, in addition to our developing Positive Behavior and Intervention Support (PBIS), support a positive campus climate, set clear expectations, and recognize positive student behavior.

This plan was reviewed with faculty on 8/16/2021. The Local Board of Education approved the plan on February 8, 2022.

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	24	34	62	13
Mathematics	24	27	71	1
Science	26	16	65	1
Social Science	26	12	73	3

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	25	28	58	10
Mathematics	25	21	64	4
Science	28	11	59	5
Social Science	28	12	60	7

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	23	31	54	7
Mathematics	24	26	55	3
Science	26	15	58	
Social Science	25	18	56	5

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	321.69

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)	6.5
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	
Other	4.0

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	\$10,250	\$2,178	\$8,073	\$103,884
District	N/A	N/A	\$7,549	\$100,875
Percent Difference - School Site and District	N/A	N/A	6.7	2.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	20.2	16.2

2021-22 Types of Services Funded

Services throughout the district include:

- Access to Technology
- Counseling (Academic and Career)
- Enrichment Programs
- Reading Intervention and Remediation (During School) in Small Group and Whole Group Settings
- Parent Education/Family Nights
- Programs for English Learner Students
- Signature Academies
- Social Services
- Special Education
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science

Services funded specifically for Corona del Mar HS/MS:

- College/Career Readiness Grant is utilized to fund evening sessions twice a week from September - December to assist seniors with the college application process. This support is staffed by our counseling and English departments.
- Math intervention is provided for 8th grade students who are identified by their SBAC math scores and quarterly grades in 7th grade math.
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Please check with your child's principal to receive information regarding the services that are specific to your child's school.

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	53
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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	2
English	7
Fine and Performing Arts	5
Foreign Language	6
Mathematics	10
Science	10
Social Science	21
Total AP Courses Offered Where there are student course enrollments of at least one student.	64

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