

Costa Mesa 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	Costa Mesa High School & Middle School
Street	2650 Fairview Road
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(714) 424-8700
Principal	Dr. Dipali Potnis & Dr. Eugene Kwong
Email Address	dpotnis@nmusd.us; ekwong@nmusd.us
School Website	https://cmhs.nmusd.us/
County-District-School (CDS) Code	30-66597-3031853

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

Costa Mesa High School and Middle School serves students from grades 7-12; the transition from junior high to high school is facilitated because of the school's configuration. The Costa Mesa High School/Middle School campus is located on the corner of Fairview Road and Arlington Street, directly across Fairview from Orange Coast College (OCC). The college's close proximity allows students the flexibility of concurrent enrollment in several courses, including higher-level mathematics.

Directly behind the athletic fields is Coastline Regional Occupational Program's (ROP) Presidio campus. The ROP program provides additional educational opportunities for Sophomore - Senior students.

Costa Mesa High School serves 1755 ethnically and academically-diverse students. The ethnic composition of the school includes 18.2% Anglo, 5.5% Asian, 66.6% Hispanic, 1.9% Pacific Islander, 1.5% African American, 1.5% Filipino, and 4.3% multiple. Approximately 20.6% of the students use English as their second language. CMHS/MS's diversity is an asset, and the school and the Orange County Human Relations Commission have collaborated in training students and staff to celebrate the school's unity, tolerance, and respect that are shared among all in the school. At the core of the school's mission is the future of all its students and every effort is made to provide every child with the choice to enter the college or career of their choice.

Costa Mesa High School/Middle School offers a 4 X 4 Block schedule, with four periods per day (1,3,5,7 & 2,4,6,8). Students take a range of 6-8 classes depending on credits, athletics, band, and other programs. Costa Mesa high school has multiple Career Technical Education (CTE) pathways and one signature academy program; The CTE pathways include Engineering that is supplemented with Project Lead the Way (PLTW) curriculum, Digital Video Media Arts, Patient Care, & Early Childhood Development. The Academy of Creative Expression (ACE) is an arts focused pathway.

Programs at CMHS include the Engineering, Early Childhood Development, Sports Medicine, Arts Pathway and PLTW. Our "MESA" Club - Math, Engineering, and Science Achievement - is a statewide sponsored program and the club has placed first place numerous times in state competitions. We offer multiple support classes in math and language arts, which are designed to support student learning and help to close the achievement gap. We have started a robust Response to Intervention (RTI) program which supports students in three areas of their schooling experience; Social Emotional supports through contracted services with Turning Point, focus on attendance, and student supports for academics through our tutoring services open every AM and afternoon until 6:00 PM. Through our Positive Behavior Intervention and Supports (PBIS) Framework, students are taught and practice the MESA Way; Model Integrity, Engage Respectfully, Show Compassion, and Achieve Excellence.

2022-23 School Overview

The Certificate of Emphasis program offers an opportunity for students to be mentored and to present personal portfolios and exit projects to panels; those who successfully complete the program are honored at a separate ceremony and at graduation ceremonies. Our Career Center offers to students job announcements, college admission information, military testing and presentations, and an annual Career Fair with employers from the community informing students of professional opportunities.

Costa Mesa High School offers extra-curricular activities based on social and academic interests. Academic Decathlon, Spirit Leaders, Athletics, the Associated Student Body, and service clubs are among the many organizations that all lend to students' opportunities for personal and academic growth. CMHS has technology infused throughout the curriculum; our campus is 1-1 with Chromebooks, every classroom has wireless internet access.

Costa Mesa High School Vision Statement:

Costa Mesa High School/Middle School is a school of excellence that continually empowers students to become high-achieving, productive, responsible, and successful members of society through a nurturing environment while working in collaboration with the entire school community.

Costa Mesa High School Mission Statement:

All Costa Mesa High School/Middle School students will be prepared to enter the college and/or career of their choice upon graduation.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	290
Grade 8	290
Grade 9	317
Grade 10	296
Grade 11	279
Grade 12	283
Total Enrollment	1,755

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	5.5
Black or African American	1.5
Filipino	1.5
Hispanic or Latino	66.6
Native Hawaiian or Pacific Islander	1.9
Two or More Races	4.3
White	18.2
English Learners	20.6
Foster Youth	0.7
Homeless	4.6
Migrant	0.0
Socioeconomically Disadvantaged	53.8
Students with Disabilities	13.2

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)	67.50	89.70	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)	0.10	0.21	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	0.81	6.60	0.73	12115.80	4.41
Unknown	6.90	9.26	44.90	4.88	18854.30	6.86
Total Teaching Positions	75.30	100.00	921.40	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.60	
Total Out-of-Field Teachers	0.60	

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)	0.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	

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.

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 Pre-Calculus Enhanced with Graphing Utilities, 7th edition, Pearson, 2017 Calculus for AP, Cengage 2nd Ed. (AP Calculus), 2021 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 (Grades 9-12), 2006 Campbell Biology in Focus (AP Ed.) 2nd Edition, Pearson, 2015 Chemistry: Matter & Change, McGraw-Hill (Grades 10-11), 2007 AP Chemistry - 10th Edition, Cengage Learning 2017 Physics: Physics Principles and Problems, McGraw Hill Glencoe (Grades 9-12), 2008 College Physics, 9th Ed. Cengage, 2012 Essentials of Human Anatomy and Physiology 8th ed. Pearson (Grades 11-12), 2008 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).	Yes	0%

	<p>The Cultural Landscape: An Introduction to Human Geography. 11th edition. Prentice Hall (Grade 9), 2014</p> <p>World History: The Modern World, Pearson Scott Foresman and Prentice Hall, 2019</p> <p>Ways of the World: A Global History (AP World) Bedford/Freeman/Worth Pub., 2019</p> <p>U.S. History America Through the Lens, National Geographic Learning , 2019</p> <p>The American Pageant. 17th Edition. Houghton Mifflin Co, 2019</p> <p>Principles of Economics, McGraw Hill Education, 2019</p> <p>AP Edition McConnell- Brue, McGraw Hill, 2015</p> <p>Principles of American Democracy, McGraw Hill Education, 2019</p> <p>American Government: Stories of a Nation for the AP Course 1st Ed, 2019</p> <p>Psychology Principles in Practice Holt McDougal, Spencer A Rathas, 2010</p> <p>Psychology 10e in Modules, Myers, Worth Publishers, 2018,</p> <p>Sociology and You, McGraw-Hill, 2014</p>		
Foreign Language	<p>Avancemos 1, 2, 3, 4, Holt McDougal (Grade 7-12), 2013</p> <p>Integrated Chinese Levels 1-2, Cheng & Tsue, (Mandrin Grades 7-12), 2009</p> <p>Sendas Literarias 1 & 2, Pearson, 2005</p> <p>Abriendo Puertas: Ampliando Perspectivas, Houghton Mifflin, 2013</p>	Yes	0%
Health	<p>Comprehensive Health, Goodheart-Wilcox, 2018</p>	Yes	0%

School Facility Conditions and Planned Improvements

COSTA MESA HIGH SCHOOL - 73,920 Classroom Sq. Ft.

This school was built in 1958. There are 75 permanent classrooms, a library, a Performing Arts Center, an aquatic facility, two gymnasiums, a weight room and an administration building. Costa Mesa was modernized in 2005. Two portable classrooms were constructed in 1988. The Middle School Enclave and Performing Arts Center were complete in the fall of 2014.

743 work orders were completed for Costa Mesa HS in the 2021-2022 fiscal year. Site was last inspected on 08/01/22.

Year and month of the most recent FIT report

08/01/22

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			

School Facility Conditions and Planned Improvements

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	50	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	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	854	807	94.50	5.50	49.94
Female	416	388	93.27	6.73	54.38
Male	438	419	95.66	4.34	45.82
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	73.33
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	71.43
Hispanic or Latino	570	543	95.26	4.74	43.65
Native Hawaiian or Pacific Islander	19	18	94.74	5.26	38.89
Two or More Races	45	43	95.56	4.44	62.79
White	148	135	91.22	8.78	65.19
English Learners	159	145	91.19	8.81	9.66
Foster Youth	--	--	--	--	--
Homeless	51	45	88.24	11.76	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	477	453	94.97	5.03	43.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	107	96	89.72	10.28	10.42

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	853	811	95.08	4.92	29.10
Female	415	389	93.73	6.27	27.25
Male	438	422	96.35	3.65	30.81
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	57.78
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	569	547	96.13	3.87	20.48
Native Hawaiian or Pacific Islander	19	18	94.74	5.26	27.78
Two or More Races	45	43	95.56	4.44	46.51
White	148	135	91.22	8.78	49.63
English Learners	158	147	93.04	6.96	2.04
Foster Youth	--	--	--	--	--
Homeless	51	48	94.12	5.88	10.42
Military	--	--	--	--	--
Socioeconomically Disadvantaged	476	456	95.80	4.20	19.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	107	96	89.72	10.28	4.17

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	29.96	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	833	782	93.88	6.12	29.96
Female	421	390	92.64	7.36	28.53
Male	412	392	95.15	4.85	31.38
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100	0	52.08
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	50
Hispanic or Latino	542	514	94.83	5.17	20.27
Native Hawaiian or Pacific Islander	24	23	95.83	4.17	30.43
Two or More Races	34	32	94.12	5.88	43.75
White	158	142	89.87	10.13	53.52
English Learners	152	142	93.42	6.58	1.41
Foster Youth	--	--	--	--	--
Homeless	44	41	93.18	6.82	17.07
Military	--	--	--	--	--
Socioeconomically Disadvantaged	477	450	94.34	5.66	23.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	84	87.5	12.5	5.95

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 and 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 and Commercial Construction: OSHA; Patient Care AHA CPR, Software and 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 and Career Night information with all 200-college links and recorded breakout sessions on FAFSA, NCAA and industry expert panels.

Costa Mesa High school

We are reporting on 7th -12th grade CTE students at CMHS. There are 10 sequenced High School Pathway courses in two NMUSD Pathways and two ROP Pathways. Four Engineering courses are offered to 7th and 8th grade with additional CTE exploratory courses in ROP Music Technology. The Engineering Design Pathway starts in middle school with 2 semester courses each year, then proceeds to high school. Engineering Design is a 4 course Pathway in High School. DVMA is a two course Pathway with an exploratory course. Patient Care is a three course ROP Pathway. ROP Child Development Pathway started with their first course this year. 92% of CTE courses at CMHS are A-G, and 23% are articulated. 651 pupils participate in CTE courses at CMHS, 44 of those completed their Pathway. 100% of the CTE Sectors/Pathways are sequential. Costa Mesa High School funds a College/Career center that focuses on providing students access to, career speakers, college visitations, college application assistance, Financial Aid Fridays for FAFSA, parent nights, military career, job shadowing opportunities, and scholarship opportunities. Students utilize the College & Career Center throughout their 4-years in High School and receive targeted exposure to the College & Career Center through their Freshman Seminar course. Through our College & Career Center, weekly administrative / counselor meetings, Lunch & Learn career opportunities, and a commitment to have every CMHS student visit a 4-year College or University. In addition, we offer multiple CTE Leadership opportunities for our students like the Solar Cup, The STEM on the Sidelines and VEX Robotics and DVMA Competitions.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	679
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.5
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	99.06
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	53.96

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	56	55	19	56	56
Grade 9	73	73	55	71	76

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

Parents/Family members of CMHS students have many opportunities for involvement in their children's education. Parents are counseled and informed through written communication, phone calls, and through personal interactions on how they can help

2022-23 Opportunities for Parental Involvement

at home, a crucial and necessary step for their student's success. All meetings take place in-person and some meetings have been scheduled as Webinars using Zoom Technology.

Parents also have the ability to check their student's progress through Schoology; a Learning Management System dedicated to Parent-Student-Teacher communication. The counseling department has also introduced SchoolLinks to assist in preparing students for life beyond graduation and pairing students with careers &/or colleges that match interests. Parent organizations include PTSA, Site Council, English Language Advisory Committee (ELAC), booster groups, and CMHS Foundation. Additionally, quarterly Coffee with the Principals is another opportunity for parents to provide feedback. Separate informational nights throughout the year inform parents and students on college admission, high school graduation requirements, career opportunities, and school policies.

For more information about opportunities to become involved in the school, please contact Assistant Principal Nina Glassen at 714-424-8700.

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		3.9	2.5		7.4	4.3		8.9	7.8
Graduation Rate		93.6	95.4		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	283	270	95.4
Female	144	139	96.5
Male	139	131	94.2
American Indian or Alaska Native	--	--	--
Asian	19	19	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	178	172	96.6
Native Hawaiian or Pacific Islander	11	11	100.0
Two or More Races	--	--	--
White	60	55	91.7
English Learners	65	59	90.8
Foster Youth	--	--	--
Homeless	27	26	96.3
Socioeconomically Disadvantaged	212	204	96.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	46	42	91.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1842	1810	433	23.9
Female	897	878	224	25.5
Male	943	930	207	22.3
American Indian or Alaska Native	6	5	2	40.0
Asian	99	98	5	5.1
Black or African American	27	27	12	44.4
Filipino	26	26	6	23.1
Hispanic or Latino	1225	1211	289	23.9
Native Hawaiian or Pacific Islander	39	35	13	37.1
Two or More Races	79	78	18	23.1
White	335	325	86	26.5
English Learners	402	395	121	30.6
Foster Youth	24	21	10	47.6
Homeless	121	114	52	45.6
Socioeconomically Disadvantaged	1082	1059	296	28.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	258	251	76	30.3

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	2.80	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	1.02	5.48	0.60	2.87	0.20	3.17
Expulsions	0.00	0.27	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.48	0.27
Female	2.34	0.22
Male	8.38	0.32
American Indian or Alaska Native	0.00	0.00
Asian	2.02	0.00
Black or African American	11.11	0.00
Filipino	3.85	0.00
Hispanic or Latino	5.31	0.24
Native Hawaiian or Pacific Islander	2.56	2.56
Two or More Races	3.80	0.00
White	6.27	0.00
English Learners	9.20	0.75
Foster Youth	20.83	0.00
Homeless	8.26	0.83
Socioeconomically Disadvantaged	6.10	0.37
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.57	0.78

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. Along with the District, CMHS/MS has refined and amended its safety plan. At the forefront of the plan this year, has been our Site Specific Covid-19 Safety plan. This document acts as a guide for campus expectations for students and staff at the Costa Mesa Campus.

Currently, we are not allowing visitors on campus. Security, district personnel, and administration have developed a plan that will maximize safety for all and align with state and district guidelines. This plan is reviewed and revised annually and as needed. Fire, disaster, and lock-down drills are held throughout the school year, and students and staff are aware of evacuation routes, and emergency routes for off-site personnel, etc. The District Emergency Procedures Employee Guide has been distributed to all CMHS staff and each staff member has assigned responsibilities in the event of a disaster or other safety concern. All high school coaches on campus are required to become certified for first aid and are instructed on what to do in case of an emergency. The 2022-23 School Safety Plan was reviewed, updated, and discussed with faculty on October 18, 2021 during an All-staff meeting, at our first School Site Council Meeting October, 2021 and again reviewed in November with all staff. Hard copies are maintained in front office at both Middle and High school and all information can be accessed on the Staff shared Google Folder.

All staff members are aware and carefully follow district and state guidelines on child abuse, harassment, campus security, disaster preparedness, crime reporting, and school discipline. Our counselors, nurse, school psychologists, teachers, and staff members consistently serve, supervise, and interact with students to reinforce behavioral expectations and safety standards. Staff reviewed, contributed to, and approved a final School Safety Plan for Costa Mesa High School. 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	23	42	42	13
Mathematics	23	33	42	10
Science	25	19	46	
Social Science	26	18	42	11

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	22	45	41	8
Mathematics	23	28	41	8
Science	26	10	44	3
Social Science	26	14	28	14

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	21	56	48	1
Mathematics	22	31	47	1
Science	24	16	50	
Social Science	23	24	43	2

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	351

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)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,374	\$3,918	\$8,456	\$103,485
District	N/A	N/A	\$7,549	\$100,875
Percent Difference - School Site and District	N/A	N/A	11.3	2.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	24.7	15.8

2021-22 Types of Services Funded

- 1 to 1 chromebooks for 7th - 12th graders
- Access to Technology
- Counseling (Academic and Career)
- Enrichment Programs
- Extended Day/Year/Summer School
- Honors & AP Classes, grades 9-12
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Learning Labs for after school tutoring
- Parent Education/Family Nights
- Programs for English Learner Students
- Turning Point Counseling Services
- Engineering
- Arts Pathway
- PLTW
- ROP partnership
- Patient Care Pathway
- Child Development Pathway
- Social Services
- Special Education (Mild/Mod, Mod/Severe)
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication
- After school academic support through tutoring
- College visitation for students grade 9-12
- Freshmen Seminar class
- Monthly Career Lunch & Learn opportunities in school Library
- Extra curricular opportunities through clubs, Visual and Performing Arts (VAPA), athletics

The types of programs and services available at the school that support and assist students include:" and then list them. Include only programs and services that are site specific. Consider the types of programs and services available at the school that support and assist students through such as additional intervention materials or software, credit recovery, site-specific after school clubs or programs, etc. with funds such as Title I, LCFF, ELO-G, ELO-P, etc.)

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	31.3
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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	1
English	10
Fine and Performing Arts	6
Foreign Language	4
Mathematics	4
Science	5
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	40

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