

Cloud Campus/Monte Vista High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Cloud Campus/Monte Vista High School
Street	390 Monte Vista Drive
City, State, Zip	Costa Mesa, CA 92627
Phone Number	(949) 515-6690
Principal	Dr. Racquel Stephens
Email Address	rstephens@nmusd.us
School Website	https://cloudcampus.nmusd.us/
County-District-School (CDS) Code	30-66597-3030186

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

Monte Vista High School provides an independent study program as an option for students who need to complete their course work outside of the traditional classroom. The Education Code mandates that students enroll voluntarily. Students refer themselves and/or are referred by their high school counselor or Principal. Students enrolled in independent study choose this course of study for various reasons. Many students work, pursue athletic endeavors, or have health and personal issues that prevent them from being in class daily. Many students are also involved in activities in the community which prevent them from completing a traditional high school day. Students must be 16 to 19 years of age and have completed 120 credits, although we make exceptions when deemed necessary by administration. Students must be able to demonstrate the ability to earn high school credits with a 2.0 or better grade point equivalent. Students who do not meet the minimum requirements may apply if they have extenuating or unique issues and may be granted a waiver based on their needs. Monte Vista High School is not a credit retrieval program, and students enrolling must be within 20 credits of their grade level requirements.

All students meet teachers during scheduled weekly appointments either individually or in a small groups. During appointments, instruction is provided, work is corrected, and new course work is assigned. Students must produce a minimum of twenty hours of work weekly and finish their class within a four to six week period to satisfy the minimum requirements approved by the Newport-Mesa Board of Education. Students who want to "fast track" their course work can devote more time to their study packets, complete projects, tests and quizzes and complete the course in less than three weeks. Arrangements must be made with the course teacher and dates and hours of attendance will be flexed. Monte Vista was one of the first five California high schools specializing in independent study to receive WASC accreditation. In 2017, Monte Vista was accredited once again by the state of California for a six year term. Monte Vista staff, students, parents and community members recently revised our school vision statement and Expected School wide Learning Results (ESLRs).

VISION Our vision is to provide all students with an individually challenging curriculum leading to a high school diploma, within a safe, supportive environment, and with flexible hours of attendance according to the students' individual needs. All course work is equivalent to the comprehensive high schools. Students will be able to arrange their scheduled appointments to meet their needs and support their out of school responsibilities.

Expected School wide Learning Results:

2022-23 School Overview

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

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

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

Cloud Campus is a 100% virtual TK-12 school. This educational option is a mutually voluntary agreement within NMUSD to provide for students whose educational needs are met in a fully online format. Students at Cloud complete work at home remotely through a combination of synchronous (live, real-time learning) and asynchronous (independent learning). Daily live instruction with certificated teachers is held via Zoom, and students continue their learning through a variety of interactive digital tools including Schoology, Zoom, Google products, Flipgrid, Peardeck, Edpuzzle, Desmos, ChatterPix, Kahoot, digital eBooks, and more. Students learn age-appropriate ways to interact with these tools in various content areas.

Cloud Campus provides a robust curriculum substantially equivalent to in-person instruction. In addition to standards-based instruction in English, Math, Science, and Social Science, secondary students have unique opportunities for electives, including Career and Technical Education, World Languages, R.O.P. courses, Visual and Performing Arts, dual enrollment with community colleges, and select Advanced Placement courses. These opportunities provide opportunities to enhance the general education curriculum and support the unique interests of students.

At Cloud Campus, we believe in supporting the whole child in this unique digital environment. We support academic growth by high quality instruction and digital tools in order to provide a rigorous, relevant, and high-interest curriculum for students using Newport-Mesa Unified District approved curriculum and resources. We support social-emotional learning by integrating social-emotional lessons into student activities, and by providing intentional opportunities for students to form connections with their peers. Cloud Campus offers a variety of school community-building activities through high-interest clubs, in which students with a common interest can interact with a teacher facilitator. Cloud Campus provides optional in-person activities and field trips on occasion, as designated by the teachers.

Our Vision:

Cloud Campus members empower a virtual community of life-long learners to become their best selves.

Our Mission:

Cloud Campus is an engaging, virtual school whose mission is to equip students to become critical thinkers in their community who embody the qualities of a thoughtful citizen who SOARs (self-respect, ownership, acceptance, and resilience).

Cloud Campus Student Pledge

I pledge to do and be my best for Cloud Campus, myself, and my community.

I believe good things will come to me.

My choices affect me and the people around me.

I pledge to be responsible.

I promise to do my personal best in all my work.

I pledge to be respectful to all living things.

I accept people for who they are.

I pledge to be my unique, special self.

I pledge to be honest.

I promise to learn everyday and from my mistakes.

I promise to try tough things and be resilient because I have a growth mindset.

I am enough and I will be okay.

Today matters and my future is built one "now" at a time.

I promise to follow my dreams.

In this way I can SOAR! Go Phoenixes!

Cloud Campus Mascot

The Phoenix

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	18
Grade 2	35
Grade 3	31
Grade 4	26
Grade 5	41
Grade 6	36
Grade 7	28
Grade 8	30
Grade 9	24
Grade 10	31
Grade 11	27
Grade 12	54
Total Enrollment	403

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.5
Asian	8.2
Black or African American	2.0
Filipino	1.7
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.7
White	31.3
English Learners	17.1
Foster Youth	0.2
Homeless	2.7
Migrant	0.0
Socioeconomically Disadvantaged	42.7
Students with Disabilities	10.4

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)	70.80	93.12	861.90	93.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	3.26	6.60	0.73	12115.80	4.41
Unknown	2.70	3.61	44.90	4.88	18854.30	6.86
Total Teaching Positions	76.10	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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	2.40	

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.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	

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 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 Earth Science, Pearson Prentice Hall, 2007 Foundations of Physical Science, CPO, 2013 Biology, Pearson/Prentice Hall, 2007 Chemistry: A Molecular Approach AP Edition, Pearson, 2017 Oceanography, Thomson Learning (Grades 10-12), 2007 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) 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 Principles of Economics, McGraw Hill Education, 2019 Principles of American Democracy, McGraw Hill Education, 2019	Yes	0%

Health	Glencoe Health, Glencoe/McGraw Hill, 2009 Comprehensive Health, Goodheart-Wilcox, 2018	Yes	0%
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School Facility Conditions and Planned Improvements

BACK BAY/MONTE VISTA HS -

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

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

Year and month of the most recent FIT report	08/03/22
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	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	221	199	90.05	9.95	58.16
Female	104	92	88.46	11.54	62.64
Male	116	106	91.38	8.62	54.81
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	103	91.96	8.04	45.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	72	60	83.33	16.67	72.88
English Learners	29	24	82.76	17.24	16.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	7	58.33	41.67	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	105	92	87.62	12.38	45.05
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	18	75.00	25.00	44.44

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	221	198	89.59	10.41	43.65
Female	104	92	88.46	11.54	42.39
Male	116	105	90.52	9.48	45.19
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	100	89.29	10.71	34.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	72	62	86.11	13.89	54.10
English Learners	29	23	79.31	20.69	17.39
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	7	58.33	41.67	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	105	90	85.71	14.29	30.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	17	70.83	29.17	23.53

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	38.14	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	162	119	73.46	26.54	38.14
Female	78	55	70.51	29.49	34.55
Male	83	63	75.9	24.1	41.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	56	69.14	30.86	21.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	46	74.19	25.81	54.35
English Learners	27	13	48.15	51.85	0
Foster Youth	0	0	0	0	0
Homeless	14	4	28.57	71.43	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	53	67.95	32.05	25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

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 and Hospitality, Production & Managerial Arts (Theater Production, Film & Video Production) Software and 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: HOSA, DECA, 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.

Monte Vista High School/Cloud

Presently, No students in Monte Vista High School are participating in CTE courses. The site has no CTE Pathway or Program.

This is the second year for Cloud Campus for offering CTE courses and 46 students took the classes. The CTE Middle School courses were Design and Modeling, Medical Detective, and Green Architecture all Engineering courses.

At this time no CTE Pathways at Cloud Campus only singleton CTE courses. The high school CTE courses were Introduction to Engineering, Civil Engineering & Architecture and Music Technology. All high school course qualified for CSU/UC

Monte Vista High School

Presently, No students in Monte Vista High School are participating in CTE courses. The site has no CTE Pathway or Program.

Cloud Campus

Cloud Campus offers the following CTE single courses:

- Design and Modeling (Middle School)
- Medical Detectives (Middle School)
- Green Architecture (Middle School)
- Music Technology (High School)

The following represents a listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

2021-22 Career Technical Education Programs

2021-2022

Advisory Board Members
Career Technical Education

Sean Glumace, Co-Founder, Education Systems Consultant - 2CPR - Arts, Media and Entertainment
Ileana Holguin, Vice President, Project Executive, McCarthy Building Companies, Inc., Building and Construction Trades
Mike LaBruno, Career Connections Outreach Specialist, Southwest Regional Council of Carpenters, Building and Construction Trades
Mel Quiroa, Area Superintendent, The Raymond Group, Building and Construction Trades
Cathleen Greiner, PhD, Regional Director, Business and Entrepreneurship, OC Region, California Community Colleges, Business and Finance, Marketing, Sales and Service
Huy Nguyen, Entrepreneur, Growth Hack, Business and Finance, Marketing, Sales and Service
Morgan Zandonella, Sr. Processing Engineer/President, Medtronic Society of Women Engineers, OC, Engineering & Architecture
Bo Wang, Optical Engineer, Rivian, Engineering & Architecture
Kathy Looman, Grant Administrator, Gene Haas Foundation, Engineering & Architecture
Katrina Barhouse, Ride Control Systems Engineer/President, Disney Corp Society of Women Engineers, LA, Engineering & Architecture
Lynn Simons, Pre-Kindergarten Teacher, St. Andrews Pre-School/Child Development
Jan Harvey, Retired Director of Children's Ministry (Pre-School), St. Andrew's Presbyterian, Child Development
Laurie Sienkiewicz, DNP, RN, Regional Director, Health Workforce Initiative, Orange County, Golden West College, Health Science and Medical Technology,
Sheila Dufresne, Regional Director, Retail Hospitality Tourism Workforce Initiative, Orange County, Orange Coast College, Hospitality, Tourism, and Recreation
Wing Lam, Founder, Wahoo's Fish Taco, Hospitality, Tourism, and Recreation
Mike Stefani (Advisor Chair), President, Advanced IT Management, Information Communication Technology
David Evans, CEO, Inaplex Corp, Information Communication Technology
Ashley Anderson, Board Member, Newport-Mesa Unified School District, Education
Karen Yelsey, Board Member, Newport-Mesa Unified School District, Education
Krista Weigand, Board Member, Newport-Mesa Unified School District, Education
Vanessa Galey, Director, Special Projects, Newport-Mesa Unified School District, Education
Angela Allen-Hess, Coordinator, Child Welfare and Attendance, Newport-Mesa Unified School District, Education
Laura Dale Pash, Coordinator, English Learner, Newport-Mesa Unified School District, Education
Kim Doyle, Coordinator, Special Education, Newport-Mesa Unified School District, Education
Neda Arab, Coordinator, Vital Link Orange County, Education
Kathy Boyd, Director, Career Education, Orange County Board of Education / OC Pathways, Education
Kim Goodwin, Coordinator, OC Pathways Ed Services CTE, Orange County Board of Education / OC Pathways, Education
Dr. Brian Dozer, Superintendent, Coastline ROP, Education
J.S. Coke, Director, Educational Services, Coastline ROP, Education
Lisa Knuppel, Director, CTE/Grant Development, Orange Coast College, Education
Stephanie Feger, Director, Education Program Strategist, Coastline Community College District, Education
Martha Barhouse, Professor, Engineering, Orange Coast College, Education
Jeanette Ellis, Professor, Early Childhood Education, Orange Coast College, Education

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	46
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.23
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	30.65

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

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

- Monte Vista has a School Site Council comprised of parents, staff, students, and community members. Interested parents apply to join the site council by speaking to Kelly Davis, our office manager.
- We invite all parents to participate in our English Learner Education Advisory Committee meetings several times per year. This committee has been helpful to the parents of students whose primary language is not English. Our school has a representative on the District English Learners (DELAC) Committee also. Students and parents attend ELAC meetings together in the early afternoon on our campus. Spanish translation is provided.
- Parents/Guardians are invited to attend Back to School Night and Awards Night. Information regarding scheduled school activities and daily attendance are sent via an automated telephone system in Spanish and English, and are posted on our backbay.nmusd.us web page.
- Parents/Guardians enrolling their son/daughter are required to participate in the registration process by reading and initialing school policies and procedures. Any parent may meet with the principal, assistant principal, or counselor prior to enrolling. Prior to registration and acceptance, students who have extensive discipline records or unusually high absenteeism from their sending school are required to meet with the principal or designee.
- Tutoring opportunities as well as clerical volunteer work is available for all interested parents.
- Parents/guardians wishing further information on attending or volunteering at school functions/meetings may call Kelly Davis, office manager at the school at 949-515-6900.

2022-23 Opportunities for Parental Involvement

The goal of Cloud Campus is to engage students and families in programs that support behaviors that contribute to a better learning environment. Cloud Campus strives to involve families in decision-making and in programs that support wellness and academic achievement.

Increasing Parent Involvement and Family Engagement at Cloud

At Cloud Campus, parent involvement and family engagement is designed to create a welcoming environment for families using several strategies and resources to support families. The Cloud Campus office communicates weekly with parents regarding school events, important dates, and items of interest from the NMUSD district office, such as parent education opportunities.

At Cloud Campus, meaningful two-way communication is provided in a language families understand. Documents and school communication from the Cloud Campus office are translated into Spanish. Interpretation services are provided at parent meetings and events (promotion, graduation, parent conferences, 504 and IEP meetings, and parent inquiry sessions). Upon receipt of specific requests for languages other than Spanish, we contract with the Language Network for interpretation services.

Cloud Campus uses parent friendly language and reduced use of acronyms. Cloud Campus provides orientation materials for students and parents, and parent resources to support their students with technology. Orientation materials include a complete overview of Cloud, bell schedules, technology support, and resources to support virtual education. Cloud Campus also provides periodic parent inquiry sessions for information on independent study and virtual learning. Parents may also request a meeting with the counselor or administration prior to enrollment in order to discuss virtual learning. Cloud Campus will work with families to ensure updated contact information in AERIES. Families also receive the PBIS matrix and character education information.

Building Capacity for Parent Involvement

At Cloud Campus, we provide designated groups for parent participation in their child's education. Information about these opportunities will be available at registration and through frequent school communication regarding upcoming meetings and posted agendas and minutes.

School Site Council - A committee of teachers, parents, students and school staff that works with the school principal to plan for the needs of the school and provide input on the School Plan for Student Achievement.

English Learners Advisory Committee - A school-level committee comprised of parents of English Language Learners, the school community facilitator, school administration, and community members designated to advise school officials on English learner programs and services.

Parent-Teacher Organization - A group of parents, teachers, and administrators which provides parents and teachers the opportunity to work together to supplement and enrich the educational experience.

Room Parents - A room parent (also known as a class parent) facilitates communication between parents and the teacher, school administration, and/or parent-teacher organization (PTO), and supports the teacher in needs that may arise.

School Assemblies - A school assembly is a gathering of all or part of a school for purposes, such as special programs or communicating information basis. At Cloud Campus, these assemblies will take place each quarter or semester. Parents are invited to attend these virtual assemblies.

Orientation Information - Information or live session conference information in which the student is welcomed to Cloud Campus and provided resources and supports to be successful in virtual education. Parents may also request a meeting with the school administration or counselor for inquiries about Cloud.

Back to School Night - An event during the first few weeks of school as an opportunity for parents to learn about their child's grade level expectations and curriculum standards, textbooks and resources, teacher grading policies, classroom norms, and opportunities for community building.

Open House - An event towards the end of the school year in which student work for the year is showcased for their parents or guardians to celebrate. At Cloud Campus, this is a virtual event using digital resources. For more information about opportunities to become involved in the school, please contact Dr. Racquel Stephens at 949-515-6690.

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		9.8	15.7		7.4	4.3		8.9	7.8
Graduation Rate		80.4	75.7		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	70	53	75.7
Female	32	22	68.8
Male	38	31	81.6
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	39	28	71.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	29	23	79.3
English Learners	18	11	61.1
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	47	33	70.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	520	83	16.0
Female	293	272	41	15.1
Male	290	247	42	17.0
American Indian or Alaska Native	4	3	3	100.0
Asian	39	37	5	13.5
Black or African American	13	12	1	8.3
Filipino	7	7	1	14.3
Hispanic or Latino	300	263	50	19.0
Native Hawaiian or Pacific Islander	5	4	2	50.0
Two or More Races	23	19	0	0.0
White	190	171	20	11.7
English Learners	118	101	24	23.8
Foster Youth	3	1	1	100.0
Homeless	34	29	14	48.3
Socioeconomically Disadvantaged	286	247	56	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	53	8	15.1

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	0.00	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	0.00	0.00	0.60	2.87	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

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

Parent and Family Engagement

Overview

The goal of Cloud Campus is to engage students and families in programs that support behaviors that contribute to a better learning environment. Cloud Campus strives to involve families in decision-making and in programs that support wellness and academic achievement.

Increasing Parent Involvement and Family Engagement at Cloud

At Cloud Campus, parent involvement and family engagement is designed to create a welcoming environment for families using several strategies and resources to support families. The Cloud Campus office communicates weekly with parents regarding school events, important dates, and items of interest from the NMUSD district office, such as parent education opportunities.

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English Learners Advisory Committee - A school-level committee comprised of parents of English Language Learners, the school community facilitator, school administration, and community members designated to advise school officials on English learner programs and services.

Parent-Teacher Organization - A group of parents, teachers, and administrators which provides parents and teachers the opportunity to work together to supplement and enrich the educational experience.

2022-23 School Safety Plan

Room Parents - A room parent (also known as a class parent) facilitates communication between parents and the teacher, school administration, and/or parent-teacher organization (PTO), and supports the teacher in needs that may arise.

School Assemblies - A school assembly is a gathering of all or part of a school for purposes, such as special programs or communicating information basis. At Cloud Campus, these assemblies will take place each quarter or semester. Parents are invited to attend these virtual assemblies.

Orientation Information - Information or live session conference information in which the student is welcomed to Cloud Campus and provided resources and supports to be successful in virtual education. Parents may also request a meeting with the school administration or counselor for inquiries about Cloud.

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Open House - An event towards the end of the school year in which student work for the year is showcased for their parents or guardians to celebrate. At Cloud Campus, this is a virtual event using digital resources. For more information about opportunities to become involved in the school, please contact Dr. Racquel Stephens at 949-515-6690.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	5	
1	23		7	
2	24		7	
3	21	3	4	
4	29		7	
5	25		7	
6	26		5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	18	4		
2	17	8		
3	16	8		
4	26		4	
5	21	4	4	
6	36			4
Other	3	3		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	3		
Mathematics	1	3		
Science	2	2		
Social Science	4	5		

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	23	9	7	8
Mathematics	15	29	6	1
Science	20	17	3	9
Social Science	26	9	5	8

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	12	10	4	
Mathematics	11	8	4	
Science	15	7	3	
Social Science	10	13	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	223.89

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.9

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	\$9,545	\$3,532	\$6,014	\$91,284
District	N/A	N/A	\$7,022	\$100,875
Percent Difference - School Site and District	N/A	N/A	-15.5	-10.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-9.2	3.3

2021-22 Types of Services Funded

The types of programs and services available at the school that support and assist students include:

- Access to Technology
- Counseling (Academic and Career)
- Extended Day/Year/Summer School
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Parent Education/Family Nights Speakers and Events
- Programs for English Learner Students
- Social Services
- Special Education
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication
- Wellness Team
- Paper Tutoring for Secondary Students
- Credit Recovery
- Access to ROP and Dual Enrollment at Community Colleges
- Work Experience
- Career and Technical Education
- Advanced Placement Courses
- Academic and Behavioral Interventions
- Tutorial

Student Wellness and Mental Health Supports

At Cloud Campus Secondary, social emotional wellness is the foundation of a student's academic and behavioral success. Our efforts to provide universal Social Emotional Learning for all students are complemented by targeted and individualized support for students in need. Through our Multi-Tiered Systems of Support (MTSS) we proactively cultivate social emotional skills and respond to student's mental health needs.

For students in need of intensified support, the school counselor or school psychologist are available for resources, support, strategies, and short-term counseling. Students may be referred to other supports or outside agencies depending on the situation.

Wellness Team

Cloud Campus has a Wellness Team that consists of the principal, school counselor, school community facilitator, school psychologist, social worker and behavior specialist. The Wellness team meets weekly to support student social-emotional health and to provide families resources and support when encountering challenges related to social-emotional health of their student. If your child is in need of wellness support, please contact the school counselor or principal to discuss the concern.

The School Nurse at Cloud Campus

The school nurse is the health expert at school and uses professional skills to support the well-being and success of students. Please contact the school office at Cloud Campus for more information or if your student has a health concern and you would like to consult with the school nurse. Check <http://web.nmusd.us/healthservices> for more information.

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	12
--	----

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

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

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