

# Estancia 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

<b>School Name</b>	Estancia High School
<b>Street</b>	2323 Placentia Avenue
<b>City, State, Zip</b>	Costa Mesa, CA 92627
<b>Phone Number</b>	(949) 515-6500
<b>Principal</b>	Michael Halt
<b>Email Address</b>	mhalt@nmusd.us
<b>School Website</b>	<a href="https://estancia.nmusd.us/">https://estancia.nmusd.us/</a>
<b>County-District-School (CDS) Code</b>	30-66597-3032000

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Estancia High School provides a comprehensive secondary general education program that includes more than a dozen Advanced Placement (AP), pre-AP, honors, and support courses in various content areas, four career-technical education (CTE) pathways, and special education programs for students with mild-moderate and moderate-severe disabilities. Located in Costa Mesa, California, Estancia High School is part of the Newport-Mesa Unified School District (N-MUSD), which serves approximately 19,000 students who reside in the cities of Newport Beach, Costa Mesa, and Corona del Mar. N-MUSD is a basic aid school district and does not receive funding based on Average Daily Attendance (ADA) as the local property taxes exceed the district's revenue limit. Estancia High School is one of four high schools in N-MUSD and serves approximately 1,000 students in grades nine through twelve making it one of the smallest comprehensive high schools in Orange County. The small size of the student population and the indoor campus allow Estancia High School to retain a familial atmosphere. The school lies between two distinctly different neighborhoods in terms of demographics and the socioeconomic levels of the local community vary from low to upper middle class.

Estancia High School has a total of 68 certificated staff members, four of which are employed by Coastline Regional Occupational Program. The school has three administrators, four counselors, an administrative intern/graduation coach, a full-time librarian, three school psychologists (two of which are shared with other school sites), a shared speech and language pathologist, and a full-time school nurse. The school has a total of 36 classified staff members who support the school. Classified staff members include an office manager, four secondary support specialists, an attendance technician and an attendance Clerk, one full-time school community facilitator and one shared school community facilitator, three campus safety facilitators, 13 special education instructional assistants, a health office assistant, a plant manager, and ten custodians.

### Mission Statement

The mission of Estancia High School is to ensure that all students demonstrate high academic achievement and sustain successful post-secondary pursuits.

### Vision Statement

Estancia High School's vision is that all Estancia students will graduate college and/or career ready.

### Schoolwide Learner Outcomes

Estancia High School graduates will be...

## 2022-23 School Overview

- College and career ready by demonstrating the ability to:
- Evaluate information used evidence-based thinking
- Solve problems creatively
- Contribute actively within a learning community
- Communicate effectively to diverse audiences
- Utilize technology responsibly
- Confident and empowered individuals who:
- Exhibit ethical behavior
- Advocate for the well-being of self and others
- Practice skills of resiliency
- Choose a healthy lifestyle

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	275
Grade 10	300
Grade 11	233
Grade 12	345
<b>Total Enrollment</b>	<b>1,153</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.5
American Indian or Alaska Native	0.1
Asian	2.3
Black or African American	0.8
Filipino	1.3
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.4
White	13.6
English Learners	25.0
Foster Youth	0.1
Homeless	6.2
Migrant	0.0
Socioeconomically Disadvantaged	61.8
Students with Disabilities	20.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.20	75.93	861.90	93.55	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	1.53	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.84	6.60	0.73	12115.80	4.41
<b>Unknown</b>	11.20	20.67	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	54.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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	0.80	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.80</b>	

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	0.00	
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	

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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
<b>Reading/Language Arts</b>	Timeless Voices, Timeless Themes, Prentice Hall (Grades 9-12), 2003 Locally developed standards-aligned Units of Study (Grades 9-12), 2015 For ELD: Edge, National Geographic (Grades 9-12), 2014	Yes	0%
<b>Mathematics</b>	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	Yes	0%
<b>Science</b>	Earth Science, Pearson, (Grade 9), 2007 Biology, Pearson/Prentice Hall Miller/Levine (Grades 9-10), 2007 Campbell Biology in Focus (AP Ed.), Pearson, 2015, 2nd Edition Chemistry, Matter and Change, McGraw Hill, 2007 Physics: Physics Principles and Problems, McGraw Hill Glencoe (Grades 9-12), 2008 Physics for Scientists and Engineers AP Edition, Brooks/Cole Learning, 2014 Essentials of Human Anatomy and Physiology 8th ed. Pearson (Grades 11-12), 2008 Environmental Science (Friedland ad Relyea) 2nd ed Oceanography, Thomson Learning (Grades 10-12), 2007	Yes	0%
<b>History-Social Science</b>	The Cultural Landscape: An Introduction to Human Geography. 11th edition. Prentice Hall (Grade 9), 2014 World History: The Modern World, Pearson Scott Foresman and Prentice Hall, 2019 Ways of the World: A Global History (AP World) Bedford/Freeman/Worth Pub., 2019 U.S. History America Through the Lens, National Geographic Learning , 2019 The American Pageant. 17th Edition. Houghton Mifflin Co, 2019 Principles of Economics, McGraw Hill Education, 2019	Yes	0%

	Principles of American Democracy, McGraw Hill Education, 2019 American Government: Stories of a Nation for the AP Course 1st Ed, 2019		
<b>Foreign Language</b>	Avancemos, Levels 1-4, Holt McDouglas, 2013 TEMAS, AP Spanish Language and Culture, Vista Higher Learning, 2014 Discovering French Today, Levels 1-3, Houghton Mifflin Harcourt, 2013	Yes	0%
<b>Health</b>	Comprehensive Health, Goodheart-Wilcox, 2018	Yes	0%

### School Facility Conditions and Planned Improvements

ESTANCIA - 70,080 Classroom Sq. Ft.

Estancia High School was built in 1966. On the campus there are 73 permanent classrooms, a library, a theater, a pool, two gymnasiums, boys and girls locker rooms, computer labs, a science lab, administrative offices, and a newly constructed stadium that is shared with Costa Mesa High School. The school underwent modernization in 2006.

732 work orders were completed in the 2021-2022 fiscal year (including Jim Scott Stadium). This site was last inspected on 08/11/22.

**Year and month of the most recent FIT report**

08/11/2022

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	53	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	15	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
<b>All Students</b>	223	216	96.86	3.14	53.24
<b>Female</b>	92	90	97.83	2.17	55.56
<b>Male</b>	131	126	96.18	3.82	51.59
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	189	183	96.83	3.17	47.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	23	95.83	4.17	78.26
<b>English Learners</b>	56	52	92.86	7.14	19.23
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	17	14	82.35	17.65	42.86
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	155	151	97.42	2.58	48.34
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	27	93.10	6.90	3.70

## 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
<b>All Students</b>	223	220	98.65	1.35	14.55
<b>Female</b>	92	91	98.91	1.09	14.29
<b>Male</b>	131	129	98.47	1.53	14.73
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	189	187	98.94	1.06	9.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	24	23	95.83	4.17	43.48
<b>English Learners</b>	56	56	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	17	16	94.12	5.88	18.75
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	155	154	99.35	0.65	9.74
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	27	93.10	6.90	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	23.72	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
<b>All Students</b>	485	468	96.49	3.51	23.72
<b>Female</b>	217	209	96.31	3.69	25.36
<b>Male</b>	268	259	96.64	3.36	22.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	10	90.91	9.09	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100	0	36.36
<b>Hispanic or Latino</b>	393	381	96.95	3.05	20.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	62	58	93.55	6.45	41.38
<b>English Learners</b>	100	95	95	5	1.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	35	32	91.43	8.57	12.5
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	321	313	97.51	2.49	19.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	43	89.58	10.42	2.33

## 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.

Estancia High School has 4 ROP Sequential CTE Pathways. ROP Engineering Design, ROP Residential and Commercial Construction both 4-year programs. ROP Patient Care and ROP DVMA are three-year course Pathways. 100% of the CTE courses at EHS are A-G approved and 26% are articulated with Community Colleges in Orange County. 3 Courses offer industry certification.

All students in Patient Care belong to the Career Technical Student Organization HOSA. 50 of the students in the program also participate in HOSA skills and academic competitions. 421 pupils participated in CTE at EHS, 33 students completed their pathways and 100% of the CTE Sectors/Pathways are sequential. Student in the Engineering Design Pathway gained industry and mentor experiences with Engineers from OverAir Corp. and the Harbor Soaring Society. The Res/Com Construction students have benefitted from BITA Design Build Competitions and are also gaining access after graduation to employment in the construction field. Students in the DVMA Pathway are supporting their school via graphic design, film, and video marketing of events.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	465
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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	92.11
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	54.85

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87	88	88	88	88

## 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

Estancia High School offers a number of opportunities for parental involvement. The school communicates the activities occurring on campus through several means, including the school website, Schoology, Blackboard Connect, and email, in order to encourage and welcome parent attendance and engagement. This includes regular school events like Coffee and Conversation with the principal as well as programming hosted in collaboration with partner institutions like the Parent Institute

## 2022-23 Opportunities for Parental Involvement

for Quality Education (PIQE), Hoag Hospital, the Parent Academy, and the Save our Youth (SOY) Foundation. In addition, Estancia supports a Parent-Teacher-Student Association (PTSA), a stakeholder group that supports the school and its programs through fundraising, the promotion and planning of activities and initiatives, and providing feedback and input to site administration. For the parents of English Language Learners, the school supports the English Language Advisor Council (ELAC), which serves as a forum for parents to receive information regarding school events and activities as well as voice concerns and make suggestions to improve school programs and operations. As the academic booster club for the school and its feeder middle school, the Estancia-TeWinkle Educational Foundation also offers families the opportunities for involvement. Similarly, the school welcomes parental involvement with any of the sport-specific booster organizations that support teams under the Estancia Athletic Program.

For more information on the above opportunities for parental involvement, please contact the School Community Facilitator Laura Wagenseller through the school main office at (949) 515-6500.

## 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
<b>Dropout Rate</b>		2.5	3.2		7.4	4.3		8.9	7.8
<b>Graduation Rate</b>		88.2	90.6		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	278	252	90.6
<b>Female</b>	133	118	88.7
<b>Male</b>	145	134	92.4
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	219	194	88.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	39	38	97.4
<b>English Learners</b>	87	65	74.7
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	21	17	81.0
<b>Socioeconomically Disadvantaged</b>	226	204	90.3
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	36	24	66.7

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1209	1176	293	24.9
Female	538	523	145	27.7
Male	669	651	147	22.6
American Indian or Alaska Native	1	1	0	0.0
Asian	28	28	9	32.1
Black or African American	12	8	3	37.5
Filipino	15	15	2	13.3
Hispanic or Latino	969	946	222	23.5
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	16	16	3	18.8
White	163	159	52	32.7
English Learners	312	301	62	20.6
Foster Youth	2	1	0	0.0
Homeless	97	91	34	37.4
Socioeconomically Disadvantaged	788	764	195	25.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	244	232	93	40.1

### 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	4.39	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	1.78	5.46	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	5.46	0.00
Female	2.97	0.00
Male	7.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	2.45	0.00
English Learners	9.29	0.00
Foster Youth	0.00	0.00
Homeless	8.25	0.00
Socioeconomically Disadvantaged	5.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.25	0.00

## 2022-23 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are evaluated and revised October through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year. The faculty reviewed the plan September 2021, the School Site Council approved it December 14, 2021, and the Local Board of Education approved the plan on February 8, 2022.

Estancia High School maintains a comprehensive school safety plan, which is continuously evaluated and amended, as needed. Active oversight and implementation of its elements fall under the site Safety and Operations Committee. Estancia's School Site Council annually reviews the plan, completing its most recent affirmation in December 2022. The plan includes procedures for a range of emergencies, including the presence of campus intruders, earthquake, fire, bomb threat, and the loss or failure of utilities. The plan also addresses the implementation of systems that prepare the school to respond adequately to emergency situations like the formation of response and search and rescue teams and the provision of emergency backpacks containing first aid supplies and provisions. The school informs and trains faculty in the plan's emergency procedures at both at the beginning and throughout the academic school year using memos and staff review meetings held before school-wide practice drills. In turn, faculty train and inform students of the procedures in class. The school also provides students with this information in the school's student handbook.

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	20	21	11
Mathematics	23	22	13	7
Science	25	9	23	
Social Science	26	10	15	13

## 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	20	16	12	3
Mathematics	21	14	9	1
Science	24	7	11	1
Social Science	27	4	9	4

## 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	20	31	28	1
Mathematics	22	21	20	4
Science	23	12	22	
Social Science	25	10	22	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	288.25

## 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)	4.0
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Speech/Language/Hearing Specialist	1.0
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
<b>School Site</b>	\$13,499	\$4,726	\$8,772	\$107,065
<b>District</b>	N/A	N/A	\$7,549	\$100,875
<b>Percent Difference - School Site and District</b>	N/A	N/A	15.0	6.0
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	28.3	19.1

## 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 (student devices, hot spots)
- Advanced Placement (AP) courses
- AVID programs
- Counseling (academic and career)
- Career technical education (CTE) programs in construction, digital media arts, engineering, and medical/patient care
- Enrichment programs
- Extended Day / Year / Summer School
- Intervention and remediation courses
- Link Crew
- Multi-tiered Systems of Support programs
- Parent education programs / Family Nights
- Programs for English learner (EL) students
- Social services
- Special education programs
- Student/Family primary language support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for home-school communication

## 2020-21 Teacher and Administrative Salaries

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

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

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	17.4
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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
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	3
<b>Mathematics</b>	2
<b>Science</b>	3
<b>Social Science</b>	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	15

## Professional Development

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

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