

# TeWinkle Intermediate 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>	TeWinkle Intermediate School
<b>Street</b>	3224 California Avenue
<b>City, State, Zip</b>	Costa Mesa, CA 92626
<b>Phone Number</b>	(714) 424-7965
<b>Principal</b>	Dr. Ixchel Sanchez
<b>Email Address</b>	iesanchez@nmusd.us
<b>School Website</b>	<a href="https://tewinkle.nmusd.us/">https://tewinkle.nmusd.us/</a>
<b>County-District-School (CDS) Code</b>	30-66597-6029284

## 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

Charles W. TeWinkle Middle School was originally 19.97 acres of farmland, until 1963, where both cabbage and beans were grown. When TeWinkle Intermediate School opened in September of 1964 there were 320 students, 9 buildings, a cafeteria, and 46 original classrooms. The School is named after Charles W. TeWinkle, the first Mayor of Costa Mesa.

TeWinkle Middle School is a partnership of teachers, students, support staff, parents, and community members where cooperation, respect, learning, and confidence foster personal growth and success for all.

A dedicated, professional staff considers and addresses the needs of our diverse population in creating a safe and nurturing environment that promotes responsibility, motivation, a growth-mindset, and the confidence to take academic risks in a rigorous, interdisciplinary, standards based curriculum.

TeWinkle Middle School promotes and celebrates academic success and leadership opportunities for students to be responsible, accountable, empathetic citizens, and life-long learners.

The vision for TeWinkle Middle School is to create an environment where a shared commitment to learning, cooperation, decision making, and self discipline will enable students to have the effective communication and critical thinking skills necessary to become life-long learners and responsible participants in a diverse and democratic society. The school's vision statement is: "Dare to Learn, Dream, and Achieve!"

TeWinkle developed a school purpose on the first staff development day. The TeWinkle School purpose is: To provide students with the tools necessary to succeed in life. The school wide goal was to become the school of choice in our community. The teachers came up with a list of shared commitments of what they would do to help all students succeed.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	256
Grade 8	276
Total Enrollment	532

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.6
American Indian or Alaska Native	0.2
Asian	1.3
Black or African American	1.3
Filipino	0.8
Hispanic or Latino	80.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.8
White	12.6
English Learners	29.9
Foster Youth	1.1
Homeless	9.2
Migrant	0.0
Socioeconomically Disadvantaged	62.2
Students with Disabilities	11.7

#### 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>	27.90	96.55	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>	0.00	0.00	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.60	0.73	12115.80	4.41
<b>Unknown</b>	1.00	3.45	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	28.90	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	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

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

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

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

## 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)	0.00	
<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)	0.00	

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

**Year and month in which the data were collected**

10/03/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Timeless Voices, Timeless Themes, Prentice Hall (Grades 7-8), 2003 Locally developed standards-aligned Units of Study, 2015 For ELD: Inside, National Geographic (Grades 7-8), 2017	Yes	0%
<b>Mathematics</b>	Illustrative Mathematics Gr 7-8, McGraw Hill, 2019	Yes	0%
<b>Science</b>	OpenSciEd, Activate Learning (Grades 7-8), 2022	Yes	0%
<b>History-Social Science</b>	IMPACT California Social Studies- World History & Geography: Medieval and Early Modern Times, McGraw Hill Education, 2019 (Grade 7). IMPACT California Social Studies- United States History & Geography: Growth & Conflict, McGraw Hill Education, 2019 (Grade 8)	Yes	0%
<b>Foreign Language</b>	Avancemos 1, Holt McDouglas (Grade 7-8), 2013	Yes	0%

## School Facility Conditions and Planned Improvements

### TE WINKLE INTERMEDIATE -

53,760 Classroom Sq. Ft. This school was built in 1964. There are 44 permanent classrooms, a robotics lab, a band room, one computer lab, science labs, a multi-purpose room, a library, boys and girl's locker rooms and an administration building. 12 portables were placed in 2005. The school was modernized in 2006. Upgrades such as web access, AC vents, and energy efficient sun panels installed in 2015.

297 work orders were completed for TeWinkle in the 2021-2022 fiscal year. The site was last inspected on 08/09/2022.

Year and month of the most recent FIT report

08/09/22

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			

### 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	39	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	28	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>	534	523	97.94	2.06	38.62
<b>Female</b>	259	256	98.84	1.16	42.19
<b>Male</b>	273	266	97.44	2.56	35.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	434	426	98.16	1.84	32.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	71.43
<b>White</b>	69	66	95.65	4.35	69.70
<b>English Learners</b>	144	141	97.92	2.08	3.55
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	57	54	94.74	5.26	16.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	343	339	98.83	1.17	31.86
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	68	67	98.53	1.47	7.46

## 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>	534	525	98.31	1.69	27.62
<b>Female</b>	259	257	99.23	0.77	27.24
<b>Male</b>	273	267	97.80	2.20	28.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	434	428	98.62	1.38	22.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	71.43
<b>White</b>	69	66	95.65	4.35	53.03
<b>English Learners</b>	144	143	99.31	0.69	4.20
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	57	55	96.49	3.51	14.55
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	343	341	99.42	0.58	21.11
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	68	67	98.53	1.47	2.99

## 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	23.53	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>	276	272	98.55	1.45	23.53
<b>Female</b>	135	134	99.26	0.74	21.64
<b>Male</b>	140	137	97.86	2.14	24.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	223	222	99.55	0.45	18.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	32	91.43	8.57	43.75
<b>English Learners</b>	78	78	100	0	1.28
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	27	26	96.3	3.7	11.54
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	183	182	99.45	0.55	18.13
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	28	96.55	3.45	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97	96	96	95	96

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents are encouraged to participate through a variety of organizations and activities.

- PTA monthly meetings, newsletters, volunteer programs, and family activity nights.
- ELAC monthly meeting to ensure the needs of EL students.
- Coffee with the Principal
- Special Events Committee
- Estancia - TeWinkle Foundation meeting
- Site Council monthly meetings to monitor School Site Plan and oversee categorical budgets.
- Assist in classrooms, library, chaperone field trips and dances, assist in teacher work room.
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For more information about opportunities to become involved in the school, please contact the Principal, Ixchel Sanchez at (714) 424-7965

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	553	134	24.2
Female	273	268	69	25.7
Male	288	283	65	23.0
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	1	14.3
Black or African American	8	8	4	50.0
Filipino	4	4	2	50.0
Hispanic or Latino	453	444	103	23.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	16	16	6	37.5
White	73	72	18	25.0
English Learners	178	178	38	21.3
Foster Youth	9	9	4	44.4
Homeless	63	60	26	43.3
Socioeconomically Disadvantaged	365	359	93	25.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	72	28	38.9

### 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	0.86	9.24	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	9.24	0.00
Female	6.23	0.00
Male	11.81	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	10.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.74	0.00
English Learners	11.80	0.00
Foster Youth	0.00	0.00
Homeless	17.46	0.00
Socioeconomically Disadvantaged	10.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.33	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.

TeWinkle Middle School "School Site Council" will oversee the development of a comprehensive school safety plan relevant to the needs of TeWinkle Middle School. The Site Council may delegate this responsibility to a "School Safety Planning Committee" comprised of the principal/designee, teacher representative(s) parent representative(s), classified employee representative, and other members if desired. Prior to adopting the plan, the council or committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion on the school safety plan.

Components of the Safety Plan include:

- TeWinkle Middle School shall complete monthly "Crime and Violence Reports," shall assess the current status of school crimes, and shall identify appropriate strategies and programs that will provide or maintain a high level of school safety.
- TeWinkle Middle School shall confer with and maintain a positive relationship with local law enforcement in the development of the "Safety Action Plan" and the ongoing interactions with the school.
- TeWinkle Middle School shall report to the Child Abuse Registry cases of suspected child abuse in compliance with district, state and federal policies and regulations.
- TeWinkle Middle School shall maintain district emergency evacuation preparedness information, shall participate in all preparedness drills, and shall implement the district's plan in time of an emergency/disaster.
- TeWinkle Middle School shall implement district policies on suspension and expulsion as they apply to sections 48900 and 48915.
- Teachers at TeWinkle Middle School shall be notified of dangerous pupils pursuant to Section 49079.
- TeWinkle Middle School shall implement district policies pertaining to "Sexual Harassment".
- TeWinkle Middle School shall continue to implement a school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing gang related apparel.
- TeWinkle Middle School shall develop and implement procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- TeWinkle Middle School shall maintain a safe and orderly environment conducive to learning.
- TeWinkle Middle School shall communicate and enforce district rules and procedures on school discipline.
- TeWinkle Middle School shall submit the "Safety Action Plan" to the District Office for approval.
- TeWinkle Middle School's "Safety Action Plan" will be evaluated annually and amended, as needed.
- TeWinkle Middle School's "Safety Action Plan" shall be made available for inspection by the public.
- TeWinkle Middle School will maintain representation at all district Safe Schools' meetings.
- TeWinkle Middle School has implemented a positive behavior awards system (PBIS) to encourage good behavior.

The 2022-23 School Safety Plan was last updated and reviewed with TeWinkle faculty in August 2021, approved by the School Site Council November 3, 2021, and approved by the Local Board of Education on February 8, 2022. For the upcoming cycle, the plan will be updated and reviewed with TeWinkle faculty on December 1, 2022 and approved by the School Site Council on December 1, 2022.



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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	16	4
Mathematics	25	8	12	6
Science	28	5	8	10
Social Science	28	6	7	10

## 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	21	12	13	3
Mathematics	23	8	13	2
Science	26	5	14	2
Social Science	24	6	16	

## 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	13	16	
Mathematics	20	13	13	
Science	26	5	9	6
Social Science	26	3	12	5

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	332.5

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.6
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.5
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.9

## 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
<b>School Site</b>	\$12,698	\$4,534	\$8,164	\$93,425
<b>District</b>	N/A	N/A	\$7,549	\$100,875
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.8	-7.7
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	21.3	5.6

## 2021-22 Types of Services Funded

Services throughout the district include:

- Access to Technology
- AVID Programs
- Counseling (Academic and Career - Naviance)
- Extended Day/Year/Summer School
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Parent Education/Family Nights
- Programs for English Learner Students
- Project Lead the Way
- Signature Academies (Honors Pathway)
- Schoology
- Special Education
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Technology programs that determine baseline and monitor progress of student growth (Reading Plus, Mobie Max, ST Math, etc.)
- 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%

## 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