

Estancia High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 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	www.nmusd.us

2023-24 School Description and Mission Statement

The faculty and staff of Estancia High School collaborate with our parents and community to meet the needs of all of our students. Our student body is just over 1,000 students and comes from a variety of socioeconomic and demographic backgrounds. Estancia High School was granted a six-year accreditation by the Western Association of Schools and Colleges (WASC) through 2026. The primary goal of Estancia High School is to ensure our students demonstrate college and career readiness for their postsecondary pursuits. Estancia High School has instituted a wide variety of programs that support this goal. Estancia offers a robust Advanced Placement Program, the Lyceum Academy, and an array of course offerings that meet the UC/CSU “a-g” entrance requirements. Estancia has a strong visual and performing arts department that offers courses in drama, music, ceramics and visual arts such as drawing and painting. Four Career Technical Education Pathways are also accessible for students including the Estancia Medical Academy, Project Lead the Way Engineering & Design Signature Academy, Construction Technology Pathway, and Digital Media Arts Pathway. Estancia also has a four-year AVID Program to assist students in meeting college requirements and attaining the necessary skills and habits for success in higher education. Estancia High School also offers a continuum of Special Education courses as well as English Language Development courses. The Estancia High School staff is comprised of a collaborative and supportive faculty. Faculty members are committed to getting to know all of their students as learners and providing a quality education they want and expect for their own children. Faculty members welcome and encourage the involvement of the parents in their children’s learning. Parents can also support their child and our school by joining the PTSA, our English Learners Advisory Committee (ELAC), or any of our booster programs.

The Estancia High School athletic program sponsors teams in 24 different CIF recognized sports. Substantial investments have been made in recent years to improve athletic facilities on the Estancia High School campus. The football stadium has been re-turfed, a new 50-meter pool has opened, locker-rooms and team rooms have been improved, and an all-sports classroom has been created. A new football complex and weight room are being designed. Significant improvements have been made to the Estancia High School campus in recent years. The Career Technical Education classrooms have all been remodeled with state-of-the-art equipment. A new performing arts theater is being constructed on the school campus. Continuous attention is given to ensure that Estancia High School is a safe, clean, and orderly campus for students. District and school rules and regulations are made known to students and their parents through the Estancia High School Student-Parent Handbook. Estancia High School views itself as a small family of caring adults and students who receive the guidance and instruction, they need to become responsible adult citizens who will contribute positively and constructively to our society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	264
Grade 10	276
Grade 11	269
Grade 12	231
Total Enrollment	1,040

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.2%
American Indian or Alaska Native	0.1%
Asian	1.5%
Black or African American	0.5%
Filipino	0.9%
Hispanic or Latino	82.8%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	2.3%
White	11.3%
English Learners	26.7%
Foster Youth	0.3%
Homeless	3.3%
Socioeconomically Disadvantaged	83.5%
Students with Disabilities	14.4%

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)	41.20	75.93	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)	0.80	1.53	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.84	6.60	0.73	12115.80	4.41
Unknown	11.20	20.67	44.90	4.88	18854.30	6.86
Total Teaching Positions	54.30	100.00	921.40	100.00	274759.10	100.00

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)	43.40	75.73	869.90	93.80	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.37	2.80	0.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.80	0.42	11953.10	4.28
Unknown	13.70	23.89	49.80	5.37	15831.90	5.67
Total Teaching Positions	57.30	100.00	927.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.80	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	1.4	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	3.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	10/03/2023
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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 9-12), 2002 Locally developed standards-aligned Units of Study (Grades 9-12), 2015 For ELD: Edge, National Geographic (Grades 9-12), 2014	Yes	0%
Mathematics	Illustrative Mathematics, Algebra 1, Algebra 2 & Geometry, McGraw Hill, (Grades 9-12), 2020 Pre-Calculus Enhanced with Graphing Utilities, 7th edition, Pearson, 2017 Calculus for AP, Cengage 2nd Ed. (AP Calculus), 2020 Calculus for the AP Course, Bedford, Freeman, Worth 3rd Ed. (AP Calculus), 2020	Yes	0%
Science	Earth Science, Pearson, (Grade 9), 2007 Biology, Pearson/Prentice Hall Miller/Levine (Grades 9-10), 2007 Campbell Biology in Focus (AP Ed.), Pearson, 2018 Chemistry, Matter and Change, McGraw Hill, 2007 AP Chemistry, Cengage Learning, 2019 Physics: Physics Principles and Problems, McGraw Hill Glencoe (Grades 9-12), 2007 Astronomy Today, Pearson, 2007 Essentials of Human Anatomy and Physiology 8th ed. Pearson (Grades 11-12), 2007 Environmental Science for AP, Bedford Freeman & Worth, 2023 Oceanography, Thomson Learning (Grades 10-12), 2007	Yes	0%
History-Social Science	The Cultural Landscape: An Introduction to Human Geography.11th edition. Prentice Hall (Grade 9), 2022 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., 2020 U.S. History America Through the Lens, National Geographic Learning , 2019 The American Pageant. 17th Edition. Houghton Mifflin Co, 2020	Yes	0%

	AMSCO: United States History Advanced Placement Edition, Perfection Learning IMPACT Principles of Economics, McGraw Hill Education, 2019 IMPACT Principles of American Democracy, McGraw Hill Education, 2019 American Government: Stories of a Nation for the AP Course 1st Ed, 2020		
Foreign Language	Senderos Level 1 - 4, Vista Learning, 2023 Imagina, Vista Learning, 2023 Perspectivas, Vista Learning, 2023 TEMAS, AP Spanish Language and Culture, Vista Higher Learning, 2021 T'Es Branche? Level 1 - 4, Carnegie Learning, 2023	Yes	0%
Health	Comprehensive Health, Goodheart-Wilcox, 2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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.

828 work orders were completed in the 2022-2023 fiscal year (including Jim Scott Stadium). This site was last inspected on 07/20/23.

Year and month of the most recent FIT report

07/20/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	53	57	58	58	47	46
Mathematics (grades 3-8 and 11)	15	21	47	47	33	34

2022-23 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	263	246	93.54	6.46	56.91
Female	112	104	92.86	7.14	64.42
Male	150	141	94.00	6.00	51.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	192	92.75	7.25	51.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	78.79
English Learners	63	48	76.19	23.81	8.33
Foster Youth	--	--	--	--	--
Homeless	13	10	76.92	23.08	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	219	202	92.24	7.76	51.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	42	89.36	10.64	14.29

2022-23 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	263	253	96.20	3.80	21.34
Female	112	107	95.54	4.46	25.23
Male	150	145	96.67	3.33	18.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	198	95.65	4.35	16.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	45.45
English Learners	63	57	90.48	9.52	1.75
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	219	210	95.89	4.11	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	42	89.36	10.64	7.14

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.72	24.89	37.16	36.27	29.47	30.29

2022-23 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	485	470	96.91	3.09	25.11
Female	205	199	97.07	2.93	26.13
Male	279	270	96.77	3.23	24.44
American Indian or Alaska Native	0	0	0	0	0
Asian	13	12	92.31	7.69	16.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	395	383	96.96	3.04	20.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	46.43
English Learners	107	99	92.52	7.48	0.00
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	363	352	96.97	3.03	19.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	65	91.55	8.45	10.77

2022-23 Career Technical Education Programs

Newport-Mesa Unified School District (NMUSD) had 8899 students in 7th -12th grade, of those students 31% (2543) were enrolled in at least one CTE course. NMUSD had 18 CTE sequenced pathways at the secondary level. Of those in-bell pathways, 8 were through partnership with Coastline ROP. All 9-12th grade CTE courses were UC/CSU eligible A-G, with the exception of courses offered at Back Bay High School, our alternative education site. All courses were aligned with CTE model curriculum standards, and 24 of our 57 courses were articulated with community colleges throughout Orange County.

For in-bell pathways, Corona Del Mar High School offered DVMA (Design, Visual, & Media Arts), Engineering Design, and Stage Technology pathways. Costa Mesa High School offered Child Development (ROP), DVMA, Engineering Design, Patient Care (ROP), and Professional Music. They also had an emerging Software & Systems Development Pathway. Estancia High School offered DVMA (ROP), Patient Care (ROP), Engineering Design (ROP), and Residential & Commercial Construction (ROP). Newport Harbor High School offered Business Management, Emergency Response (NMUSD & ROP), Film/Video Production, Food Service & Hospitality (NMUSD & ROP), and Software & Systems Development. Back Bay High School offered a Business Management Pathway. All four middle schools offered in-bell CTE exploratory elective courses.

For after-school programs, NMUSD partnered with Coastline ROP to offer 5 out-of-bell courses, 2 at Back Bay High School and 3 at Estancia High School. Every student had access to their school's College & Career Specialist who assists students in accessing both in-bell and out-of-bell courses aligned to their career interests and goals. Students also had access to all 24 courses offered throughout Orange County by Coastline ROP.

The NMUSD CTE Advisory Committee meets at a minimum once per year. The committee is led by NMUSD's Program Specialist Annie Younglove, NMUSD's Coordinator of Career Counseling Lisa Snowden, NMUSD's Secondary Directory of Teaching & Learning Keith Carmona, and the Advisory Chair Mike Stefani, who comes from the Information Communication Technology Sector. There are 28 members of the Advisory Committee, representing the following sectors: Arts, Media, & Entertainment, Building & Construction Trades, Business & Finance, Marketing, Sales & Service, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism, & Recreation, Information Communication Technology, and Education.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	506
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.46
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	46.83

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	86	84	84	83	84

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.

2023-24 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 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.2	3.2	3.6	5	4.3	3.3	9.4	7.8	8.2
Graduation Rate	91.8	90.6	93.7	91.7	92.8	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	223	209	93.7
Female	92	90	97.8
Male	131	119	90.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	189	176	93.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	24	23	95.8
English Learners	84	73	86.9
Foster Youth	--	--	--
Homeless	18	13	72.2
Socioeconomically Disadvantaged	196	182	92.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	32	27	84.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1087	1074	159	14.8
Female	484	477	67	14.0
Male	597	591	90	15.2
Non-Binary	6	6	2	33.3
American Indian or Alaska Native	1	1	1	100.0
Asian	17	17	1	5.9
Black or African American	6	6	2	33.3
Filipino	9	9	0	0.0
Hispanic or Latino	900	888	128	14.4
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	25	25	6	24.0
White	122	121	20	16.5
English Learners	301	298	49	16.4
Foster Youth	4	4	3	75.0
Homeless	71	70	21	30.0
Socioeconomically Disadvantaged	927	914	143	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	162	160	48	30.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.78	5.46	4.69	0.60	2.87	3.36	0.20	3.17	3.60
Expulsions	0.00	0.00	0.09	0.00	0.04	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.69	0.09
Female	1.86	0
Male	7.04	0.17
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.67	0.11
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4	0
White	5.74	0
English Learners	8.64	0.33
Foster Youth	0	0
Homeless	5.63	0
Socioeconomically Disadvantaged	4.64	0.11
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.35	0.62

2023-24 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 reviewed at the beginning of the school year, evaluated and revised December 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.

Student safety is promoted by the monitoring and reviewing of emergency procedures, staff training on crisis response, and campus supervision. The school also has an on-call School Resource Officer through the CITY NAME Police Department as a liaison. Every semester all students and school personnel participate in a series of drills (fire, earthquake, evacuation, lockdown/place and shelter) to educate and emphasize the importance of being prepared and responding in a safe and efficient manner. SCHOOL NAME runs a minimum of 8 drills per year: 4 lockdown/place in shelter drills; 2 fire alarm based drills; 2 disaster/earthquake evacuation drills. The emergency procedures are updated each year and discussed with school staff in August, and reviewed with them after each drill at the subsequent staff meeting that follows each drill.

The CSSP was reviewed by the faculty on August 15, 2023 and the School Site Council on October 3, 2023. All members have the opportunity to review both parts of the CSSP and provide input towards updating the CSSP. The Local Board of Education approved the plan on February 7, 2023.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	30	25	1
Mathematics	21	23	23	0
Science	22	18	18	0
Social Science	26	8	23	2

2022-23 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	260

2022-23 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)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.4
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$14,025	\$4,818	\$9,207	\$106,370
District	N/A	N/A	\$9,343	\$104,266
Percent Difference - School Site and District	N/A	N/A	-1.5	2.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	28.3	16.0

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$56,372	\$55,550
Mid-Range Teacher Salary	\$96,881	\$84,645
Highest Teacher Salary	\$135,136	\$111,284
Average Principal Salary (Elementary)	\$151,925	\$139,860
Average Principal Salary (Middle)	\$171,132	\$146,440
Average Principal Salary (High)	\$183,262	\$158,447
Superintendent Salary	\$355,000	\$278,268
Percent of Budget for Teacher Salaries	28.72%	32.21%
Percent of Budget for Administrative Salaries	5.43%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	3
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4