

# Costa Mesa High School & Middle School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Costa Mesa High School & Middle School
<b>Street</b>	2650 Fairview Road
<b>City, State, Zip</b>	Costa Mesa, CA 92626
<b>Phone Number</b>	(714) 424-8700
<b>Principal</b>	Dr. Dipali Potnis
<b>Email Address</b>	<a href="mailto:dpotnis@nmusd.us">dpotnis@nmusd.us</a>
<b>School Website</b>	<a href="https://cmhs.nmusd.us/">https://cmhs.nmusd.us/</a>
<b>Grade Span</b>	7-12
<b>County-District-School (CDS) Code</b>	30-66597-3031853

## 2024-25 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>	<a href="mailto:superintendent@nmusd.us">superintendent@nmusd.us</a>
<b>District Website</b>	<a href="http://www.nmusd.us">www.nmusd.us</a>

## 2024-25 School Description and Mission Statement

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

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

## 2024-25 School Description and Mission Statement

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

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

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

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

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

Costa Mesa High School Vision Statement:

Costa Mesa Middle/High School strives to empower, inspire, and prepare students for a lifetime of achievement, personal fulfillment, and meaningful contributions to society.

Costa Mesa High School Mission Statement:

Costa Mesa Middle/High School is committed to supporting all students in developing the knowledge, skills, and character necessary to thrive in a rapidly evolving world.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	296
Grade 8	306
Grade 9	279
Grade 10	283
Grade 11	310
Grade 12	287
<b>Total Enrollment</b>	<b>1,761</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	51.8
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	4.7
Black or African American	1.4
Filipino	1
Hispanic or Latino	69.5
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4.8
White	16.7
English Learners	17.3
Foster Youth	0.3
Homeless	9.9
Migrant	0.3
Socioeconomically Disadvantaged	75.4
Students with Disabilities	13.4

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	67.50	89.70	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>	0.10	0.21	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	0.81	6.60	0.73	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	6.90	9.26	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	75.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	82.50	90.06	869.90	93.80	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	0.10	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	0.55	2.80	0.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	0.82	3.80	0.42	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	7.80	8.56	49.80	5.37	15831.90	5.67
<b>Total Teaching Positions</b>	91.60	100.00	927.40	100.00	279044.80	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.

## 2022-23 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>	80.70	90.12	881.50	93.37	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	0.08	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	0.87	6.40	0.68	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.60	2.99	12.40	1.32	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	5.30	6.01	43.00	4.56	14303.80	5.15
<b>Total Teaching Positions</b>	89.60	100.00	944.20	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.10	0.50	0.7
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.10	0.50	0.7

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.10	1.6
<b>Local Assignment Options</b>	0.60	0.50	1
<b>Total Out-of-Field Teachers</b>	0.60	0.70	2.6

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.90	0.4	1.3
<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)	2.10	0	0

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

## 2024-25 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 technology and a library/media center. 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** 10/15/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync - Digital, McGraw-Hill, 2023 (Grade 7-8)  Timeless Voices, Timeless Themes, Prentice Hall, 2002 (Grade 9-12)  Locally developed standards-aligned Units of Study, 2015 (Grade 9-12)  For ELD: Inside, National Geographic, 2017 (Grade 7-8) & Edge, National Geographic, 2014 (Grade 9-12)	Yes	0%
<b>Mathematics</b>	Illustrative Mathematics - Course 2, McGraw Hill, 2020 (Grade 7) Illustrative Mathematics - Course 3, McGraw Hill, 2020 (Grade 8)  Illustrative Mathematics, Algebra 1, Algebra 2 & Geometry, McGraw Hill, 2020 (Grade 9-12)  Pre-Calculus Enhanced with Graphing Utilities, Pearson Prentice Hall, 2017 (Enhanced Math/Pre-Calculus)  Calculus for AP, Cengage, 2020 (AP Calculus)	Yes	0%

	Calculus for the AP Course, Bedford Freeman & Worth, 2020 (AP Calculus)		
	Practice of Statistics for AP, Bedford, Freeman & Worth, 2024 (AP Statistics)		
<b>Science</b>	OpenSciEd - Digital, Activate Learning, 2022 (Grade 7-8)	Yes	0%
	Foundations of Physical Science, CPO Science, 2014 (Integrated Science)		
	OpenSciEd Biology - Digital, Activate Learning, 2024 (Biology)		
	Campbell Biology In Focus, Pearson, 2022 (AP Biology)		
	OpenSciEd Chemistry - Digital, Activate Learning, 2024 (Chemistry)		
	AP Chemistry, Cengage Learning, 2019 (AP Chemistry)		
	OpenSciEd Physics - Digital, Activate Learning, 2024 (Physics)		
	College Physics, Cengage, 2012 (AP Physics)		
	Essentials of Human Anatomy and Physiology, Pearson, 2007 (Physiology)		
	Environmental Science for AP, Bedford Freeman & Worth, 2024 (AP Environmental Science)		
	Oceanography, Cengage Learning, 2019 (Marine Science)		
<b>History-Social Science</b>	IMPACT California Social Studies: World History & Geography: Medieval and Early Modern Times, McGraw Hill, 2019 (Grade 7)	Yes	0%
	IMPACT California Social Studies: United States History & Geography: Growth & Conflict, McGraw Hill, 2019 (Grade 8)		
	The Cultural Landscape: An Introduction to Human Geography, Pearson, 2024 (AP Geography)		
	World History: The Modern World, Pearson, 2019 (World History)		
	Ways of the World: A Global History, Bedford Freeman & Worth, 2020 (AP World History)		
	U.S. History America Through the Lens, National Geographic Learning, 2019 (US History)		
	The American Pageant, Cengage, 2020 (AP US History)		
	IMPACT California Social Studies - Principles of Economics, McGraw-Hill, 2019 (Economics)		
	IMPACT California Social Studies - Principles of American Democracy, McGraw-Hill, 2019 (Government)		
	Understanding Psychology, McGraw-Hill, 2014 (Psychology)		

	Myers' Psychology for the AP Course, Bedford Freeman & Worth, 2024 (AP Psychology)		
	Sociology and You, McGraw-Hill. 2022 (Sociology)		
<b>Foreign Language</b>	Senderos Spanish Level 1 - 4, Vista Learning (Grade 7-12), 2023 Imagina, Spanish Native 1, Vista Learning, 2023 (Grade 7-12) Perspectivas, Spanish Native 2, Vista Learning, 2023 (Grade 7-12) Abriendo Puertas: Ampliando Perspectivas, Houghton Mifflin, 2017 (AP Spanish)  Go Far with Chinese 1-3, Cheng & Tsui, 2022 (Grade 7-12)	Yes	0%
<b>Health</b>	Comprehensive Health Skills, Goodheart-Wilcox (4th Edition), 2024	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

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

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

1132 work orders were completed for Costa Mesa HS in the 2023-2024 fiscal year. Site was last inspected on 06/24/24.

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

06/24/24

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).

#### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	45	47	58	59	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	29	47	48	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	913	869	95.18	4.82	47.18
Female	425	402	94.59	5.41	51.99
Male	487	466	95.69	4.31	42.92
American Indian or Alaska Native	0	0	0	0	0
Asian	41	40	97.56	2.44	75.00
Black or African American	15	12	80.00	20.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	648	618	95.37	4.63	39.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	45	95.74	4.26	66.67
White	145	137	94.48	5.52	67.15
English Learners	143	136	95.10	4.90	2.21
Foster Youth	--	--	--	--	--
Homeless	100	91	91.00	9.00	29.67
Military	50	48	96.00	4.00	39.58
Socioeconomically Disadvantaged	710	673	94.79	5.21	40.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	132	124	93.94	6.06	16.13

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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>	912	866	94.96	5.04	28.64
<b>Female</b>	425	401	94.35	5.65	24.19
<b>Male</b>	486	465	95.68	4.32	32.47
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	41	40	97.56	2.44	72.50
<b>Black or African American</b>	15	12	80.00	20.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	648	617	95.22	4.78	18.31
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	47	45	95.74	4.26	62.22
<b>White</b>	144	135	93.75	6.25	50.37
<b>English Learners</b>	143	140	97.90	2.10	3.57
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	100	94	94.00	6.00	17.02
<b>Military</b>	50	48	96.00	4.00	14.58
<b>Socioeconomically Disadvantaged</b>	710	673	94.79	5.21	20.36
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	132	124	93.94	6.06	9.68

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	29.84	29.83	36.27	36.63	30.29	30.73

## 2023-24 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>	900	860	95.56	4.44	29.65
<b>Female</b>	432	409	94.68	5.32	27.87
<b>Male</b>	468	451	96.37	3.63	31.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	46	97.87	2.13	76.09
<b>Black or African American</b>	18	16	88.89	11.11	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	626	600	95.85	4.15	20.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	37	35	94.59	5.41	48.57
<b>White</b>	151	143	94.70	5.30	48.25
<b>English Learners</b>	142	139	97.89	2.11	0.72
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	108	104	96.30	3.70	17.31
<b>Military</b>	74	72	97.30	2.70	13.89
<b>Socioeconomically Disadvantaged</b>	644	615	95.50	4.50	23.90
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	114	106	92.98	7.02	9.43

## 2023-24 Career Technical Education Programs

In 2023-24, Costa Mesa High School had 68 CTE completers and offered 18 CTE courses over 6 pathways. All CTE courses were UC/CSU eligible A-G. All courses were aligned with CTE model curriculum standards. The in-bell pathways offered at Costa Mesa High School included Child Development (offered through Coastline ROP), DVMA (Design, Visual, & Media Arts), Engineering Design, Music & Recording Arts, Patient Care (offered through Coastline ROP), and Software & Systems Development.

NMUSD collaborated with Coastline ROP to expand opportunities for students through after-school programs, offering 14 out-of-bell courses: 2 at Back Bay High School, 3 at Estancia High School, and 9 at the Presidio Campus. Courses offered were in the health sciences, construction, and public service sectors. These courses were open to all NMUSD high school students, regardless of their home campus. Additionally, students had access to an extensive selection of 24 courses offered by Coastline ROP in the Saddleback, Irvine, and Tustin school districts.

The NMUSD CTE Advisory Committee meets at a minimum once per year. The committee is led by NMUSD's Coordinator of Work-Based Learning Lisa Snowden, and the Advisory Chair Mat Garcia, who comes from the Engineering 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. Last year the

## 2023-24 Career Technical Education Programs

advisory met on March 13, 2024 from 4-6pm at Back Bay High School.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	790
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	82.4
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.05
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	39.02

## 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.

## 2023-24 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 requires only participation results 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	94	57	93	61
Grade 9	74	75	75	75	76

## C. Engagement

### State Priority: Parental Involvement

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

#### 2024-25 Opportunities for Parental Involvement

Parents/Family members of CMHS students have many opportunities for involvement in their children's education. Parents are counseled and informed through written communication, phone calls, and through personal interactions on how they can help at home, a crucial and necessary step for their student's success. All meetings take place in-person and some meetings have been scheduled as Webinars using Zoom Technology.

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

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	2.5	2.2	2.9	4.3	3.3	2.6	7.8	8.2	8.9
<b>Graduation Rate</b>	95.4	95.6	93.5	92.8	94.8	93.8	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	260	93.5
<b>Female</b>	148	141	95.3
<b>Male</b>	130	119	91.5
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	20	19	95.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	175	164	93.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	63	59	93.7
<b>English Learners</b>	65	55	84.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	35	28	80.0
<b>Socioeconomically Disadvantaged</b>	223	208	93.3
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	37	29	78.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1843	1820	381	20.9
Female	882	874	197	22.5
Male	959	944	183	19.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	85	85	4	4.7
Black or African American	26	26	3	11.5
Filipino	19	19	6	31.6
Hispanic or Latino	1284	1266	296	23.4
Native Hawaiian or Pacific Islander	25	25	10	40.0
Two or More Races	88	87	11	12.6
White	306	302	50	16.6
English Learners	339	334	106	31.7
Foster Youth	--	--	--	--
Homeless	203	199	58	29.1
Socioeconomically Disadvantaged	1419	1402	329	23.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	253	248	65	26.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.48	7.46	4.45	2.87	3.36	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.27	0.32	0.11	0.04	0.05	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.45	0.11
Female	3.17	0.23
Male	5.63	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.85	0.00
Filipino	5.26	0.00
Hispanic or Latino	5.45	0.16
Native Hawaiian or Pacific Islander	8.00	0.00
Two or More Races	1.14	0.00
White	2.29	0.00
English Learners	7.08	0.29
Foster Youth	0.00	0.00
Homeless	5.42	0.00
Socioeconomically Disadvantaged	5.07	0.14
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.32	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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

## 2024-25 School Safety Plan

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 Costa Mesa 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. Costa Mesa HS/MS 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 2024-2025 School Safety Plan was approved by the School Site Council on January 28, 2025 and approved by the Local Board of Education on February 13, 2024. The plan was last updated and reviewed with middle and high school faculty on August 15th during site Professional Development.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	56	48	1
Mathematics	22	31	47	1
Science	24	16	50	
Social Science	23	24	43	2

## 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	22	41	52	4
Mathematics	23	33	42	4
Science	24	16	49	1
Social Science	24	23	42	3

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	35	36	16
Mathematics	24	35	36	8
Science	25	15	48	
Social Science	24	21	44	3

## 2023-24 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	352.2

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	3
Social Worker	.14
Nurse	.9
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,138	\$3,877	\$10,261	\$99,781
District	N/A	N/A	\$10,483	\$109,509
Percent Difference - School Site and District	N/A	N/A	-1.3	-9.3
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-4.8	2.1

## Fiscal Year 2023-24 Types of Services Funded

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

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$59,754	\$59,551
Mid-Range Teacher Salary	\$102,690	\$93,855
Highest Teacher Salary	\$143,242	\$120,219
Average Principal Salary (Elementary)	\$164,114	\$151,525
Average Principal Salary (Middle)	\$177,460	\$158,215
Average Principal Salary (High)	\$192,390	\$171,087
Superintendent Salary	\$376,300	\$300,043
Percent of Budget for Teacher Salaries	26.98	31
Percent of Budget for Administrative Salaries	5.07	4.91

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	40.1
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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	11
Fine and Performing Arts	2
Foreign Language	3
Mathematics	3
Science	6
Social Science	11
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	36

## Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

