

# Corona del Mar 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>	Corona del Mar High School & Middle School
<b>Street</b>	2101 Eastbluff Drive
<b>City, State, Zip</b>	Newport Beach, CA 92660
<b>Phone Number</b>	(949) 515-6000
<b>Principal</b>	Dr. Jake Haley
<b>Email Address</b>	<a href="mailto:jhaley@nmusd.us">jhaley@nmusd.us</a>
<b>School Website</b>	<a href="https://cdm.nmusd.us/">https://cdm.nmusd.us/</a>
<b>Grade Span</b>	7-12
<b>County-District-School (CDS) Code</b>	30-66597-3031697

## 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

Corona del Mar Middle/High school continues to be recognized as one of the top schools in the nation. Opened to the community in 1962, the school is located just southeast of Newport Harbor off Pacific Coast Highway in Newport Beach, California. Demographic shifts within the Newport-Mesa Unified School District required the expansion of Corona del Mar High School to include 7th and 8th graders in 1983.

Corona del Mar's mission is to provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, act with empathy, and live with integrity.

## 2024-25 School Description and Mission Statement

Corona del Mar Middle/High School currently serves 2,042 students in grades 7 through 12. Our students reside within the communities of Corona del Mar and Newport Beach. The school provides quality education to one of the most affluent areas of the state; median home prices were recorded to be more than double the national average. Corona del Mar Middle/High School has five feeder elementary schools. The majority of our students have attended school together since kindergarten, as the community has a very low rate of transience. The parent community is highly involved in and supportive of the school. Our parent population has a higher than average educational achievement level. Per the collective bargaining agreement, teachers are contracted at 180 students per day, an average of 30 students in 8 periods. The master schedule, which is driven by student course request, has increased the number of course options available.

CdM's graduation rate is 96% and approximately 97% of our students extend their education at colleges and universities. More than 86% of our graduates are meeting the University of California/California State University A-G requirements. Our curriculum is focused on rigorous college preparatory classes with 57 sections of AP classes covering 27 AP courses.

The gender data at CdM MS/HS has remained consistent over the past eleven years, for '24-'25 school year the ratio is 51% male and 49% female, with minor fluctuations from year to year. The ethnic diversity of students has also remained, statistically speaking, both reasonably constant and reflective of the community population. 63.2% of the student body is white. The numbers of Asian and Hispanic students have increased slightly in recent years. 13.8% of the student body is comprised of Latino students. Students of Asian descent currently comprise 12.1% of the student body. 0.9% of our students are classified as African American. 8.1% indicated two or more races. English is the primary language spoken at home for approximately 97% of the CdM student body. There are currently 207 identified EL students. Each year, approximately 56 students have been classified as Beginning to Early Intermediate learners, and the remaining two-thirds are identified as intermediate, early advanced, or advanced, according to their English Language Proficiency Assessment for California (ELPAC) results. The identified Beginning to Early Intermediate students have been enrolled in the English Language Development (ELD) support class while others have been fully mainstreamed into classes with teachers trained in Specially Designed Academic Instruction in English (SDAIE) techniques. Upon parent and student request, those students identified as English learners may take mainstream English or Reading Intervention in conjunction with their English Language Development class. Students achieving Reclassification to Fluent English Proficient (RFEP) status are closely monitored by a team of staff members consisting of administration, counselors, the English Language Coordinator, and the mainstream Math and English teachers.

The counselors, teachers, and administrators have made a significant effort to address parent and student academic concerns through an increase in Student Support Team (SST) meetings and student-teacher conferences. This approach has resulted in better identification of 504 and Special Education student needs. There continues to be opportunities to enhance the academic experience for our (Specialized Academic Instruction) SAI students. The SAI teachers are working towards consistent implementation of an appropriate rigorous curriculum in a pull-out setting with very low student/teacher ratios. For those students who are mainstreamed, the regular education teacher assists the students with accommodations/modifications as stated in the student's IEP. We currently have three autism classes and one moderate autism class with students who function at a higher cognitive level that serves as an academic bridge between the SAI and Autism programs. The curriculum offered in both the moderate and severe autism classes is directly driven by students' IEP goals.

Corona del Mar MS/HS is a participant in the Positive Behavior Intervention and Support (PBIS) program. Our core values include Empathy, Integrity and Resiliency. Our PBIS statement of purpose for our students and staff is, "Sea Kings demonstrate Integrity, Resilience and Empathy". These three core values are embedded into the school culture at CdM. Students know what is expected of them and are supported in positive behavior throughout the campus, and co-curricular activities and athletic events. A matrix of expected behaviors in the context of various activities and geographical locations is presented and discussed with all students at the beginning of the school year.

Corona del Mar High School currently offers two signature academies were developed, one for academics and one for the arts programs. The Academy of Global Studies (AGS), provides students with the opportunity to participate in a rigorous curriculum of AP social science courses and a four-year world language course sequence leading to the State Seal of Bi-literacy, This academy empowers students with the skills and tools to enhance global competitiveness and to develop global relationships with students around the world. The Performing Arts and Multi-Media Academy (PAMA) allows students to focus on an artistic pursuit throughout their four years of high school. They identify their area of focus from Art, Choral Music, Instrumental Music, Drama, Dance, Visual Art and Digital Art. Students in this program are exposed to artistic expression, develop connections and work with professionals in the field.

Corona del Mar has two CTE pathways: Design, Visual, Media Arts (DVMA) and Engineering. There are three courses articulated and sequenced in the Digital Video Media Arts Pathway with the capstone course Advanced Media Arts Portfolio. There are four courses in the Engineering pathway with the capstone course Advanced Design Engineering.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	302
Grade 8	313
Grade 9	349
Grade 10	343
Grade 11	369
Grade 12	366
<b>Total Enrollment</b>	<b>2,042</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0
Asian	12.1
Black or African American	0.9
Filipino	0.5
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.1
White	63.2
English Learners	5
Foster Youth	0.1
Homeless	1.3
Socioeconomically Disadvantaged	22.6
Students with Disabilities	10.6

## 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>	84.30	91.95	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>	2.80	3.15	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.17	6.60	0.73	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	4.30	4.72	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	91.70	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>	84.30	92.49	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>	0.90	1.09	2.80	0.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.10	3.80	0.42	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	4.80	5.32	49.80	5.37	15831.90	5.67
<b>Total Teaching Positions</b>	91.20	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>	87.00	93.39	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>	0.00	0.05	6.40	0.68	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.70	2.91	12.40	1.32	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.30	3.64	43.00	4.56	14303.80	5.15
<b>Total Teaching Positions</b>	93.20	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	0.90	0
<b>Misassignments</b>	2.80	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	2.80	0.90	0

### 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>	0.10	1.00	1.9
<b>Local Assignment Options</b>	0.00	0.00	0.7
<b>Total Out-of-Field Teachers</b>	0.10	1.00	2.7

## 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)	2.50	0	0
<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)	1.40	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)  Advanced Mathematical Concepts, Glencoe, 1994 (Enhanced Math/Pre-Calculus)  Calculus for the AP Course, Bedford Freeman & Worth, 2020 (AP Calculus)	Yes	0%

	Practice of Statistics for AP, Bedford, Freeman & Worth, 2024 (AP Statistics)		
<b>Science</b>	<p>OpenSciEd - Digital, Activate Learning, 2022 (Grade 7-8)</p> <p>OpenSciEd Biology - Digital, Activate Learning, 2024 (Biology)</p> <p>Campbell Biology In Focus, Pearson, 2022 (AP Biology)</p> <p>OpenSciEd Chemistry - Digital, Activate Learning, 2024 (Chemistry)</p> <p>Chemistry: A Molecular Approach AP Edition, Pearson, 2018 (AP Chemistry)</p> <p>OpenSciEd Physics - Digital, Activate Learning, 2024 (Physics)</p> <p>Hole's Essentials of Human Anatomy &amp; Physiology, Glencoe, 2015 (Physiology)</p> <p>Environmental Science for AP, Bedford Freeman &amp; Worth, 2024 (AP Environmental Science)</p> <p>Oceanography, Cengage Learning, 2019 (Marine Science)</p>	Yes	0%
<b>History-Social Science</b>	<p>IMPACT California Social Studies: World History &amp; Geography: Medieval and Early Modern Times, McGraw Hill, 2019 (Grade 7)</p> <p>IMPACT California Social Studies: United States History &amp; Geography: Growth &amp; Conflict, McGraw Hill, 2019 (Grade 8)</p> <p>The Cultural Landscape: An Introduction to Human Geography, Pearson, 2024 (AP Geography)</p> <p>World History: The Modern World, Pearson, 2019 (World History)</p> <p>Ways of the World: A Global History, Bedford Freeman &amp; Worth, 2020 (AP World History)</p> <p>U.S. History America Through the Lens, National Geographic Learning, 2019 (US History)</p> <p>The American Pageant, Cengage, 2020 (AP US History)</p> <p>IMPACT California Social Studies - Principles of Economics, McGraw-Hill, 2019 (Economics)</p> <p>Krugman's Macroeconomics for AP, Bedford Freeman &amp; Worth, 2020 (AP Economics)</p> <p>IMPACT California Social Studies - Principles of American Democracy, McGraw-Hill, 2019 (Government)</p> <p>American Government: Stories of a Nation for the AP Course, Bedford, Freeman &amp; Worth, 2020 (AP Government)</p> <p>Understanding Psychology, McGraw-Hill, 2014 (Psychology)</p>	Yes	0%

	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 TEMAS, AP Spanish Language and Culture, Vista Higher Learning, 2023 (AP Spanish)	Yes	0%
	T'Es Branche? French Level 1-4, Carnegie Learning, 2023 (Grade 7-12) Themes: AP French Language and Culture, Vista Higher Learning, 2021 (AP French)		
	Integrated Chinese Level 1-2, Cheng & Tsui, 2014 (Grades 7-12)		
<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

### CORONA DEL MAR

This school was built in 1962. There are 93 permanent classrooms, a library, a lecture hall, a performing arts theater, a technology lab, a stand alone middle school (16 classrooms), two gymnasiums, a swimming pool and an administration building. Corona del Mar was modernized in 2006/2007, the middle school was completed in 2014.

744 work orders were completed for Corona del Mar Middle School and High School in the 2023-2024 fiscal year. This site was last inspected on 06/27/24.

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

06/27/24

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			

## School Facility Conditions and Planned Improvements

### 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.

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)	69	68	58	59	46	47
<b>Mathematics</b> (grades 3-8 and 11)	58	57	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
<b>All Students</b>	993	902	90.84	9.16	68.18
<b>Female</b>	473	422	89.22	10.78	71.56
<b>Male</b>	520	480	92.31	7.69	65.21
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	124	122	98.39	1.61	74.59
<b>Black or African American</b>	13	13	100.00	0.00	53.85
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	139	127	91.37	8.63	55.91
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	112	100	89.29	10.71	76.00

<b>White</b>	597	533	89.28	10.72	68.48
<b>English Learners</b>	61	59	96.72	3.28	6.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	16	94.12	5.88	18.75
<b>Military</b>	32	30	93.75	6.25	53.33
<b>Socioeconomically Disadvantaged</b>	245	224	91.43	8.57	47.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	120	95	79.17	20.83	20.00

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	993	898	90.43	9.57	57.24
<b>Female</b>	473	421	89.01	10.99	54.39
<b>Male</b>	520	477	91.73	8.27	59.75
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	124	121	97.58	2.42	72.73
<b>Black or African American</b>	13	13	100.00	0.00	61.54
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	139	126	90.65	9.35	37.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	112	100	89.29	10.71	68.00
<b>White</b>	597	531	88.94	11.06	56.69
<b>English Learners</b>	61	60	98.36	1.64	31.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	15	88.24	11.76	33.33
<b>Military</b>	32	29	90.63	9.37	34.48

<b>Socioeconomically Disadvantaged</b>	245	221	90.20	9.80	39.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	120	94	78.33	21.67	11.70

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	46.88	44.90	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
All Students	1051	936	89.06	10.94	44.34
Female	497	431	86.72	13.28	44.08
Male	554	505	91.16	8.84	44.55
American Indian or Alaska Native	--	--	--	--	--
Asian	117	114	97.44	2.56	58.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	142	89.87	10.13	35.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	99	87	87.88	12.12	51.72
White	658	575	87.39	12.61	43.30
English Learners	47	46	97.87	2.13	0.00
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	13.64
Military	50	46	92.00	8.00	34.78
Socioeconomically Disadvantaged	223	197	88.34	11.66	25.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	91	79.13	20.87	9.89

## 2023-24 Career Technical Education Programs

In 2023-24, Corona del Mar high school had 42 CTE completers and offered 9 CTE courses over 3 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 Corona Del Mar High School included DVMA (Design, Visual, & Media Arts) (offered through Coastline ROP), Engineering Design, and Stage Technology.

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	406
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.3
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	99.44
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	75.71

## 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	93	96	96	94	96
Grade 9	83	85	86	86	83

## 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

Corona del Mar Middle/High School's administration and staff have worked hard to create a welcoming environment that encourages parental and community participation. The School Site Council comprising of representatives from all stakeholder groups meet monthly to review school wide policies and goals. This communication continues in several venues such as the monthly site leadership team meetings, quarterly School Site Council and English Learner Advisory Committee meetings, and the monthly parent meetings with PTA & Foundation. A great deal of financial support comes from parent-driven booster groups, including athletic boosters, PTA and the Corona del Mar High School Foundation. The School Boosters support Academics, Activities, Arts and Athletics (4 A's).

The percentage of funds distributed to each of the 4A's varies from year to year, depending on requests submitted to the board and the amount of designated funds. The PTA holds monthly meetings featuring reports by both High School and Middle School principals as well as monthly speakers who address specific topics of interest. The PTA's only fundraiser is a spring Home Tour which raises about \$150,000 a year. With this money, the PTA organizes and funds programs to enhance the day-to-day lives of CdM students and teachers, which are directed to the classroom for teacher materials and training. Additionally, technology, student field trips and teacher professional development are funded. The Foundation raises significant capital (between \$600,000 – \$900,000 per year). The foundation annually funds supplemental staff, academic needs, technology, infrastructure improvements, college preparatory advisement, and counseling services. The Foundation has invested significant capital into improving the infrastructure of the school to provide an updated environment conducive for learning. The Foundation invested several million dollars over the last seven years on campus improvements including our Learning Resource Center (LRC), athletic lockers, renovated attendance office, Health Office and CSTEM lab.

To provide support to our parent community and keep them informed, the counselors provide regularly scheduled parent nights specifically designed to share educational information, discuss relevant parenting topics and reduce parental anxiety and stress.

Parent involvement through our parent volunteer program provides significant support to both the high school and middle school offices. They are both staffed with trained parent volunteers from 7:30am to 3:30pm five days per week. The time parents give to support the school through this program and other activities is a tremendous asset to our school community overall. For more information about opportunities to become involved in the school, please contact Vickie Gilmore, the Administrative Assistant at (949) 515-6000.

## 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>	3.6	0.5	0.8	4.3	3.3	2.6	7.8	8.2	8.9
<b>Graduation Rate</b>	94.2	97.6	97.2	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>	359	349	97.2
<b>Female</b>	171	166	97.1
<b>Male</b>	188	183	97.3
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	37	36	97.3
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	45	41	91.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	21	20	95.2
<b>White</b>	249	245	98.4
<b>English Learners</b>	17	17	100.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	111	104	93.7
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	37	32	86.5

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	2119	2100	205	9.8
Female	970	963	98	10.2
Male	1149	1137	107	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	256	255	19	7.5
Black or African American	23	23	4	17.4
Filipino	--	--	--	--
Hispanic or Latino	293	290	39	13.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	169	168	16	9.5
White	1338	1324	122	9.2
English Learners	119	116	10	8.6
Foster Youth	--	--	--	--
Homeless	33	32	10	31.3
Socioeconomically Disadvantaged	521	513	78	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	233	231	53	22.9

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
1.97	1.6	2.83	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	0	0	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	2.83	0.00
Female	0.82	0.00
Male	4.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.13	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.78	0.00
White	2.77	0.00
English Learners	10.92	0.00
Foster Youth	0.00	0.00
Homeless	6.06	0.00
Socioeconomically Disadvantaged	4.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.72	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 has an on campus School Resource Officer from the Newport Beach Police Department as a liaison. Every semester all students and school personnel participate in a series of drills (fire, earthquake, evacuation, lockdown/secure and shelter) to educate and emphasize the importance of being prepared and responding in a safe and efficient manner. Corona del Mar Middle and High School runs a minimum of 6 drills per year: 4 lockdown/place in shelter drills; 2 disaster/fire/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. Standard Response Protocol (SRP) has been implemented to streamline our safety drills with common language. NMUSD has launched a district wide tip line WeTip for any student, parent, staff, or community member to report suspicious activity anytime with 24/7 monitoring of these tips.

The 2024-2025 School Safety Plan was approved by the School Site Council on November 8, 2023 and approved by the Local Board of Education on February 13, 2024. The plan was last updated and reviewed with faculty on December 11, 2024.

## 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	23	31	54	7
Mathematics	24	26	55	3
Science	26	15	58	
Social Science	25	18	56	5

## 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	40	54	3
Mathematics	23	38	46	5
Science	22	27	53	1
Social Science	24	25	52	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	22	29	69	
Mathematics	23	31	52	4
Science	23	29	51	
Social Science	23	29	52	2

## 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	314.15

## 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)	6.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	2.8
Social Worker	.14
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2

## 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
<b>School Site</b>	\$12,492	\$2,846	\$9,646	\$104,307
<b>District</b>	N/A	N/A	\$10,483	\$109,509
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.2	-4.9
<b>State</b>	N/A	N/A	\$10,771	\$97,756
<b>Percent Difference - School Site and State</b>	N/A	N/A	-11.0	6.5

## Fiscal Year 2023-24 Types of Services Funded

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

- Access to Technology
- Counseling (Academic and Career)
- Enrichment Programs
- Reading Intervention and Remediation (During School) in Small Group and Whole Group Settings
- Skills for Success support
- Peer tutoring
- Parent Education/Family Nights
- Programs for English Learner Students
- Signature Academies
- Robotics
- Social Services
- Special Education
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science

Services funded specifically for Corona del Mar HS/MS:

- College/Career Readiness Grant is utilized to fund evening sessions twice a week from September - December to assist seniors with the college application process. This support is staffed by our counseling and English departments.
- Math intervention is provided for 7th-9th grade students who are identified by their SBAC math scores and quarterly grades in math as needing additional supports.
- Credit recovery for high school students needing to make up credits to stay on track for graduation and maintain A-G UC/CSU eligibility.
- Community Liaison is funded by our Foundation. Purpose is to provide connections and resources to students and families.

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

## 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	51.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	5
English	5
Fine and Performing Arts	4
Foreign Language	5
Mathematics	10
Science	11
Social Science	20
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	63

## 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

