

TeWinkle Intermediate School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 School Contact Information

School Name	TeWinkle Intermediate School
Street	3224 California Avenue
City, State, Zip	Costa Mesa, CA 92626
Phone Number	(714) 424-7965
Principal	Dr. Ixchel Sanchez
Email Address	iesanchez@nmusd.us
School Website	https://tewinkle.nmusd.us/
Grade Span	7-8
County-District-School (CDS) Code	30-66597-6029284

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Charles W. TeWinkle Intermediate School opened its doors in September of 1964, welcoming its first 320 students to a close-knit campus made up of nine buildings, a cafeteria, and 46 classrooms. Named after Charles W. TeWinkle, the first Mayor of Costa Mesa, the school proudly carries forward his legacy of leadership, service, and care for the community. These guiding values continue to shape TeWinkle as a place where students feel supported, connected, and inspired to grow academically and personally each day.

Today, TeWinkle Intermediate School is a collaborative partnership among students, families, educators, support staff, and community members. This partnership is grounded in shared values of respect, inclusivity, collaboration, and high

2025-26 School Description and Mission Statement

expectations, all of which support the academic, social, and emotional growth of every student.

TeWinkle serves a diverse student population and is supported by a dedicated, professional staff committed to creating a safe, inclusive, and nurturing learning environment. Instruction is designed to meet the needs of all learners through rigorous, standards-based, and interdisciplinary learning experiences that emphasize critical thinking, communication, creativity, and collaboration. Students are encouraged to take academic risks, develop a growth mindset, and build confidence as learners and leaders.

The school promotes academic achievement, leadership development, and a positive school culture. Students are supported in developing responsibility, accountability, empathy, and resilience so they may become engaged citizens and lifelong learners prepared for success in high school, college, careers, and an ever-changing global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	240
Grade 8	261
Total Enrollment	501

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.3
Non-Binary	0.2
Asian	2
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	82
Native Hawaiian or Pacific Islander	0.6
Two or More Races	2.4
White	11.4
English Learners	23.8
Foster Youth	1.2
Homeless	10.6
Migrant	0.4
Socioeconomically Disadvantaged	81.6
Students with Disabilities	18.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.5	100	869.9	93.8	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.9	0.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	0.31	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.8	0.42	11953.1	4.28
Unknown/Incomplete/NA	0	0	49.8	5.37	15831.9	5.67
Total Teaching Positions	29.5	100	927.4	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.3	93.82	881.5	93.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.7	0.08	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.4	0.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.09	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	1.5	5.06	43	4.56	14303.8	5.15
Total Teaching Positions	30.2	100	944.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.9	96.24	884.5	92.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.2	0.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	1.1	3.73	49.2	5.18	13705.8	4.91
Total Teaching Positions	31.1	100	951.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.3	0
Total Out-of-Field Teachers	0.00	0.3	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: McGraw-Hill: Study Sync, 2023 ELD: Cengage Learning: Inside, 2011	0%
Mathematics	Imagine Learning: Imagine IM Grade 7, 2018 Imagine Learning: Imagine IM Grade 8, 2018 Imagine Learning: Imagine IM Algebra I, 2018	0%
Science	OpenSciEd Grade 7, 2022 OpenSciEd Grade 8, 2022	0%
History-Social Science	Grade 7: McGraw Hill: IMPACT World History & Geography: Medieval and Early Modern Times, 2019 Grade 8: McGraw Hill: IMPACT United States History & Geography: Growth & Conflict, 2019	0%
Foreign Language	Spanish: Vista Higher Learning: Senderos, 2023 Spanish Native: Vista Higher Learning: Imagina, 2023	0%

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

School Facility Conditions and Planned Improvements

TE WINKLE INTERMEDIATE -

53,760 Classroom Sq. Ft. This school was built in 1964. There are 44 permanent classrooms, a robotics lab, a band room, one computer lab, science labs, a multi-purpose room, a library, boys and girl's locker rooms and an administration building. 12 portables were placed in 2005. The school was modernized in 2006. Upgrades such as web access, AC vents, and energy efficient sun panels installed in 2015. Asphalt was upgraded, as well as field restoration in Summer 2025.

321 work orders were completed for TeWinkle in the 2024-2025 fiscal year. The site was last inspected on 07/07/25.

Year and month of the most recent FIT report				07/07/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	45	59	61	47	48
Mathematics (grades 3-8 and 11)	28	29	48	50	35	37

2024-25 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	490	468	95.51	4.49	44.75
Female	233	226	97.00	3.00	48.67
Male	256	241	94.14	5.86	40.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	405	388	95.80	4.20	40.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	63.64
White	55	52	94.55	5.45	69.23
English Learners	89	80	89.89	10.11	3.75
Foster Youth	--	--	--	--	--
Homeless	56	46	82.14	17.86	23.91
Military	--	--	--	--	--
Socioeconomically Disadvantaged	405	384	94.81	5.19	40.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	82	91.11	8.89	9.76

2024-25 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
All Students	490	477	97.35	2.65	29.47
Female	233	228	97.85	2.15	25.55
Male	256	248	96.88	3.12	32.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	405	395	97.53	2.47	24.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	50.00
White	55	53	96.36	3.64	56.60
English Learners	89	84	94.38	5.62	4.82
Foster Youth	--	--	--	--	--
Homeless	56	49	87.50	12.50	20.83
Military	--	--	--	--	--
Socioeconomically Disadvantaged	405	393	97.04	2.96	25.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	81	90.00	10.00	3.70

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	21.07	18.65	36.63	39.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	253	98.83	1.17	18.65
Female	133	131	98.50	1.50	15.38
Male	123	122	99.19	0.81	22.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	211	209	99.05	0.95	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	53.33
English Learners	52	51	98.08	1.92	0.00
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	8.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	206	98.56	1.44	14.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	39	92.86	7.14	2.56

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.

2024-25 California Physical Fitness Test Participation Rates					
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	97	97	97	97

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.

2025-26 Opportunities for Parental Involvement

Charles W. TeWinkle Intermediate School values strong partnerships with families and believes that student success is enhanced when families are actively engaged in the school community. TeWinkle provides multiple opportunities for families to participate, connect, and contribute in meaningful ways.

TeWinkle proudly hosts Future Trojan Night, an inclusive event for families throughout the entire Estancia Zone, designed to support a smooth transition to intermediate school while building connections among students, families, and staff.

Parents and guardians are encouraged to be involved through a variety of organizations, meetings, and activities, including:

Parent Teacher Association (PTA): Monthly meetings, volunteer opportunities, and family activity nights that strengthen school-home connections.

English Learner Advisory Committee (ELAC): Monthly meetings focused on supporting the academic and social-emotional needs of English Learner students.

Coffee with the Principal: Informal opportunities for families to engage in open dialogue, ask questions, and share feedback with school leadership.

Special Events Committee: Collaboration with families to support and organize school-wide events and activities.

Estancia–TeWinkle Foundation Meetings: Partnership meetings that support programs and resources benefiting students across the Estancia Zone.

School Site Council (SSC): Monthly meetings to review the School Site Plan and oversee categorical funding to ensure resources align with student needs.

TeWinkle Administration maintains an open-door policy and welcomes families seeking guidance, resources, or additional support. Through ongoing collaboration and communication, TeWinkle is committed to creating a welcoming, inclusive environment where families are valued partners in their child’s education.

For more information about opportunities to become involved in the school, please contact the Principal, Dr. Ixchel Sanchez at (714) 424-7965.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	514	102	19.8
Female	247	245	44	18.0
Male	277	268	58	21.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	430	422	80	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	3	25.0
White	60	58	15	25.9
English Learners	131	124	20	16.1
Foster Youth	--	--	--	--
Homeless	66	61	18	29.5
Socioeconomically Disadvantaged	438	428	92	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	105	101	35	34.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.88%	6.69%	4.38%	3.36%	2.59%	1.95%	3.6%	3.28%	2.94%

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.19%	0	0	0.05%	0.02%	0.03%	0.08%	0.07%	0.06%

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.38	0.00
Female	0.81	0.00
Male	7.58	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	6.67	0.00
English Learners	6.11	0.00
Foster Youth	0.00	0.00
Homeless	6.06	0.00
Socioeconomically Disadvantaged	5.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.33	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.

2025-26 School Safety Plan

Student safety is a top priority at Charles W. TeWinkle Middle School. In accordance with California Education Code, schools are required to review and update their Comprehensive School Safety Plan at least once each year and submit the plan to the local Board of Education for approval by February.

In the Newport-Mesa Unified School District, school safety plans follow a consistent annual cycle to ensure readiness and continuous improvement. Plans are reviewed at the start of the school year, evaluated and revised between December and January, and submitted to the Board of Education in January. This process ensures that each school opens in August with a fully approved and up-to-date safety plan in place for the fall and winter months, while allowing time for staff training and adjustments throughout the year.

TeWinkle promotes student safety through clear communication in the Student and Parent Handbook, ongoing staff training, campus supervision, and regular review of emergency procedures. The school utilizes the Standard Response Protocols developed by the “I Love You Guys” Foundation to support consistent, developmentally appropriate, and research-based responses to emergency situations. Staff receive training on these protocols to ensure clear communication and coordinated action during any incident.

The school also partners with the Costa Mesa Police Department and has access to an on-call School Resource Officer who serves as a liaison and support to the school community.

To help students and staff prepare for emergencies, TeWinkle conducts safety drills each semester. These drills are designed to teach and reinforce safe, calm, and efficient responses in a variety of situations. Each year, students and staff participate in a minimum of eight drills, including:

Secure, Lockdown and shelter-in-place drills

Fire drills

Earthquake and disaster evacuation drills

Emergency procedures are updated annually and reviewed with staff at the beginning of the school year. Following each drill, procedures and outcomes are discussed at subsequent staff meetings to support reflection, improvement, and continued readiness.

The 2025–2026 Comprehensive School Safety Plan was approved by the School Site Council on January 9, 2025, and by the Newport-Mesa Unified School District Board of Education on February 11, 2025. The plan was most recently reviewed and discussed with faculty in August 12, 2025.

Through proactive planning, regular practice, and strong partnerships, TeWinkle remains committed to providing a safe, supportive, and secure learning environment for all students and families.

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	17	23	9	1
Mathematics	18	21	7	0
Science	20	15	10	0
Social Science	22	12	10	1

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	16	29	7	
Mathematics	16	30	3	
Science	20	13	12	
Social Science	22	10	12	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	28	5	
Mathematics	17	24	6	1
Science	21	12	11	
Social Science	22	7	15	

2024-25 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	250.5:1

2024-25 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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$19,072	\$7,139	\$11,933	\$103,745
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	-6.0	-19.0
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	2.7	-7.7

Fiscal Year 2024-25 Types of Services Funded

TeWinkle Middle School, in partnership with Newport-Mesa Unified School District, offers a comprehensive range of programs and services designed to support students' academic success, social-emotional development, and overall well-being. The school implements a Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) framework to ensure that all students receive appropriate academic, behavioral, and social-emotional support. Through these systems, students benefit from universal supports, targeted interventions, and intensive services based on individual needs, with a focus on prevention, early intervention, and positive outcomes.

Students have access to instructional technology and digital learning platforms, including Schoology, as well as technology-based programs that assess baseline skills and monitor academic growth in reading and mathematics. TeWinkle offers rigorous academic pathways and enrichment opportunities such as AVID, Project Lead the Way, Signature Academies and Honors pathways, and supplemental instructional materials in mathematics, reading/language arts, science, and social science. Academic and career counseling is provided through SchoolLinks, along with extended day, extended year, and summer school opportunities. Intervention and remediation are available during and after the school day in both small-group and whole-group settings, including after-school tutoring through programs such as Genius Hour.

Fiscal Year 2024-25 Types of Services Funded

To support diverse learners, TeWinkle provides targeted programs for English Learner students, primary language support, and translation services for home-school communication through school community facilitators. Students with disabilities are supported through comprehensive special education services aligned to individualized learning plans. Student wellness is further supported through counseling services, including Turning Point Counseling Services, as well as parent education opportunities and family nights that strengthen school-home partnerships.

The school also promotes student engagement and belonging through after-school sports, lunch clubs, and enrichment activities. In alignment with PBIS and district discipline guidelines, TeWinkle uses a range of progressive supports and corrective measures, including after-school detention and other means of correction, to address behavior while emphasizing accountability, reflection, skill-building, and restorative practices.

Through these coordinated academic, behavioral, and social-emotional supports, TeWinkle Middle School remains committed to providing equitable access, fostering positive school culture, and supporting every student’s growth and success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,144	\$62,783
Mid-Range Teacher Salary	\$106,799	\$97,783
Highest Teacher Salary	\$148,973	\$128,020
Average Principal Salary (Elementary)	\$167,127	\$160,224
Average Principal Salary (Middle)	\$186,861	\$166,992
Average Principal Salary (High)	\$202,028	\$180,971
Superintendent Salary	\$391,352	\$313,465
Percent of Budget for Teacher Salaries	27.53%	30.05%
Percent of Budget for Administrative Salaries	5.5%	5%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4