

Back Bay High 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	Back Bay High School
Street	390 Monte Vista Drive
City, State, Zip	Costa Mesa, CA 92627
Phone Number	(949) 515-6900
Principal	Scott Mazurier
Email Address	smazurier@nmusd.us
School Website	https://backbay.nmusd.us/
Grade Span	9-12
County-District-School (CDS) Code	30-66597-3034907

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

Back Bay High School serves as the Continuation High School for the Newport-Mesa Unified School District. Continuation high schools are designed to meet the needs of students who are in danger of not graduating. Back Bay High School involves faculty, students, parents, and the community in a continuing effort to develop the skills and attitudes needed to engage students in school. Back Bay High School is proud of being recognized as a "Model Continuation High School" by the State of California. This title is awarded after an extensive application and site visit, verifying that the school meets and exceeds the California State Standards for a Continuation High School.

Back Bay High School's mission is to provide an educational experience, in both academic and character development, that

2025-26 School Description and Mission Statement

focuses on rising above our limitations. We continue to strive, and never give up, no matter what challenges arise. We are proud of who we serve and know we are stronger together. Our goal is to empower our students as they learn to be young adults and become future ready citizens. Through the successful completion of high school coursework, Back Bay students develop an individual success plan that allows them to attain their goal of graduating from high school and preparing for their next steps in life. All students are required to complete the Newport-Mesa Unified School District graduation requirements. In addition to the coursework, students are provided career counseling integrated into their coursework and have numerous opportunities to attend guest speakers and participate in college fairs held on campus and at the community colleges. There is an emphasis on vocational counseling and career opportunities provided through the community college programs.

Back Bay provides all students with the required Newport Mesa Unified School District's course curriculum leading to a high school diploma. Students who have failed classes at their comprehensive high schools prior to transferring to Back Bay begin to make up lost credits while working toward graduation. To stay continuously enrolled all students are expected to make significant progress. Students who want to return to their high school have an opportunity to return if they make up previously failed classes and stay on track with the correct number of credits. Back Bay is very successful working with at-promise students. Staff is committed to providing students with the academic, social and emotional support that each student requires.

Students enrolling in Back Bay High School attend school daily and complete four quarters per year. The school provides an option for students who do not enjoy being part of a large high school and need smaller classes and more contact time with teachers. Students who have failed classes at their comprehensive sites can make up classes by retaking them and work independently for some of their coursework.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	4
Grade 11	47
Grade 12	89
Total Enrollment	143

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.4
Male	55.9
Non-Binary	0.7
Black or African American	2.8
Hispanic or Latino	72
Two or More Races	2.1
White	22.4
English Learners	30.1
Foster Youth	2.1
Homeless	9.8
Migrant	1.4
Socioeconomically Disadvantaged	79.7
Students with Disabilities	21.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	10.6	90.17	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)	1	8.47	3.8	0.42	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.36	49.8	5.37	15831.9	5.67
Total Teaching Positions	11.8	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)	13.2	93.31	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)	0.8	5.92	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.7	43	4.56	14303.8	5.15
Total Teaching Positions	14.2	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)	16.1	94.18	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)	0.8	4.89	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.87	49.2	5.18	13705.8	4.91
Total Teaching Positions	17.1	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	1.00	0.8	0.8
Total Out-of-Field Teachers	1.00	0.8	0.8

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 9-12: Pearson: Timeless Voices Timeless Themes, 2002 Grades 9-12: Locally Developed Standards-Aligned Units of Study, 2015 ELD: Cengage Learning: Edge, 2010	0%
Mathematics	Grades 9-12: Imagine Learning: Imagine IM Algebra I & Geometry, 2020	0%
Science	OpenSciEd Biology, 2024 Integrated Science: CPO Science: Foundations of Physical Science, 2014	0%
History-Social Science	World History: Pearson: The Modern World, 2019 US History: Cengage Learning: U.S. History: America Through the Lens, 2019 Economics: McGraw-Hill: IMPACT Principals of Economics, 2019 Government: McGraw-Hill: IMPACT Principals of American Democracy, 2019	0%
Foreign Language	N/A	0%
Health	Goodheart-Wilcox: Comprehensive Health Skills (4th Edition), 2022	0%

Science Laboratory Equipment (grades 9-12)		0%
---	--	----

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

School Facility Conditions and Planned Improvements				
BACK BAY HS - 11,520 Classroom Sq. Ft. This school was built in 1954. There are 12 permanent classrooms, a multi-purpose room, a computer lab and an administration building. The school underwent modernization between 2002-2004. New fans/AV were added in Summer 2025. 145 work orders were completed for Back Bay/Monte Vista in the 2024-2025 fiscal year. This site was last inspected on 07/09/2025.				
Year and month of the most recent FIT report			07/09/2025	
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)	4	13	59	61	47	48
Mathematics (grades 3-8 and 11)	0	4	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	60	48	80.00	20.00	12.50
Female	26	22	84.62	15.38	13.64
Male	34	26	76.47	23.53	11.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	45	36	80.00	20.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	18	16	88.89	11.11	0.00
Foster Youth	0	0	0	0	0
Homeless	12	11	91.67	8.33	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	41	82.00	18.00	12.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	7	63.64	36.36	--

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	60	47	78.33	21.67	4.26
Female	26	22	84.62	15.38	4.55
Male	34	25	73.53	26.47	4.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	45	36	80.00	20.00	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	18	15	83.33	16.67	13.33
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	41	82.00	18.00	4.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	7	63.64	36.36	--

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)	0	5.36	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	126	111	88.10	11.90	2.70
Female	52	46	88.46	11.54	2.17
Male	73	64	87.67	12.33	3.13
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	95	87	91.58	8.42	2.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	19	82.61	17.39	5.26
English Learners	38	36	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	104	93	89.42	10.58	3.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	15	68.18	31.82	6.67

2024-25 Career Technical Education Programs

In 2024-25, Back Bay High School had 4 CTE completers, a 100% increase over the previous year, and offered 7 CTE courses over 2 pathways. All courses were aligned with CTE model curriculum standards. The pathways offered in-bell at Back Bay High School included DVMA (Design, Visual, & Media Arts) and Business Management. These programs are designed to integrate rigorous academic content with technical skills, career exploration, and real-world application to prepare students for postsecondary education, training, and high-demand careers.

NMUSD collaborated with Coastline ROP to expand opportunities for students through after-school programs, offering 19 out-of-bell courses: 2 at Back Bay High School, 3 at Estancia High School, and 9 at the Presidio Campus and 5 virtual. Courses offered were in the animal science, health sciences, construction, cybersecurity & AI, entrepreneurship, digital media arts, 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 18 courses offered by Coastline ROP in the Saddleback, Irvine, and Tustin school districts. These sequences support career readiness through hands-on instruction, industry-aligned curriculum, and opportunities for work-based learning.

The NMUSD CTE Advisory Committee meets at a minimum once per year. Committee members provide guidance to ensure programs remain aligned with current industry standards, workforce needs, and postsecondary expectations. 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 & ICT sectors. There are 35 members of the Advisory Committee, representing the following sectors: Arts, Media,

2025 School Accountability Report Card

Page 13 of 23

Back Bay High School

2024-25 Career Technical Education Programs
& Entertainment, Building & Construction Trades, Business & Finance, Marketing, Sales & Service, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism, & Recreation, Information Communication Technology, Manufacturing and Product Development, and Education. Last year the advisory met on February 5, 2025, from 4-6pm at Corona del Mar High School.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	113
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	37.5

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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 9	--	--	--	--	--

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.

2025-26 Opportunities for Parental Involvement

Back Bay HS offers many parent and family opportunities for involvement. Formally, BBHS offers events such as School Site Council (SSC), Parent-Teacher-Student Association (PTSA), and English Learner Advisory Council (ELAC) meetings. SSC comprises parents, staff, students, and community members. All stakeholders are invited to attend every SSC and ELAC meeting. However, parents and community members interested in serving on the SSC board may apply by speaking with our office manager. PTSA that holds meetings four times per year. All parents, students, staff, and community supporters are invited to join our PTSA. PTSA sponsors several events on campus, including our "Spotlight Awards" and holiday parties. To foster parents' involvement, we highly encourage parents to attend all of these events. We invite all parents to participate in our English Learner Education Advisory Committee meetings, which are held several times a year. This committee has been helpful to the parents of students whose primary language is not English. Our school also has a representative on the District English Learners (DELAC) Committee. Students and parents attend ELAC meetings together on our campus in the early afternoon. Spanish translation is provided.

Informally, BBHS hosts several events intended to engage parents and guardians. When enrolling in the school, parents/guardians are scheduled for an individual intake meeting with the student services team. The purpose of this meeting is to learn about the school and create an individual success plan. Individual success plans are designed to create a pathway for each student to achieve their goals, with graduation serving as the culmination. All parents/guardians are invited to attend Back to School Night, Awards ceremonies, and several information sessions. Information regarding scheduled school activities and daily attendance is sent via an automated telephone system in Spanish and English, and is posted on our backbay.nmusd.us web page. Parents/guardians wishing further information on attending or volunteering at school functions/meetings may call Jenna Drew at 949-515-6900.

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 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
Dropout Rate	5	6.3	5.2	3.3	2.6	2.2	8.2	8.9	8
Graduation Rate	87.5	85.2	87.5	94.8	93.8	94.8	86.2	86.4	87.5

2024-25 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 .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	96	84	87.5
Female	36	33	91.7
Male	57	49	86.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	72	63	87.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	19	17	89.5
English Learners	36	30	83.3
Foster Youth	--	--	--
Homeless	18	13	72.2
Socioeconomically Disadvantaged	84	73	86.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	30	25	83.3
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	200	185	153	82.7
Female	83	76	69	90.8
Male	114	107	82	76.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	149	139	112	80.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	37	34	32	94.1
English Learners	61	58	44	75.9
Foster Youth	--	--	--	--
Homeless	34	29	25	86.2
Socioeconomically Disadvantaged	162	150	125	83.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	44	37	84.1

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
20.43%	16.73%	5%	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	0.39%	0.5%	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	5.00	0.50
Female	1.20	1.20
Male	7.89	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	6.71	0.67
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	11.48	1.64
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	5.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The state education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once a year. These plans must be submitted to the local Board of Education for adoption by March 1st. In the Newport-Mesa Unified School District, plans are reviewed at the beginning of the school year, evaluated, and revised from December through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for the fall and winter, and allow for training and adjustments through mid-year.

Student safety is promoted through the monitoring and review of emergency procedures, staff training on crisis response, and effective campus supervision. The school also has a full-time School Resource Officer, provided by the Costa Mesa Police Department. Every semester, all students and school personnel participate in a series of drills (fire, earthquake, evacuation, lockdown/place and shelter) to educate and emphasize the importance of being prepared and responding in a safe and efficient manner. Back Bay High School conducts a minimum of 8 drills per year: 4 lockdown/place in shelter drills, 2 fire alarm-based drills, and 2 disaster/earthquake evacuation drills. The emergency procedures are updated annually and discussed with school staff in August, and reviewed with them after each drill at the subsequent staff meeting.

The 2025-2026 School Safety Plan was approved by the School Site Council on January 19, 2025, and subsequently approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on August 11, 2025.

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	7	27	0	0
Mathematics	3	33	0	0
Science	7	9	0	0
Social Science	11	13	0	0

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	7	28		
Mathematics	2	34		
Science	5	9		
Social Science	9	16		

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	6	39		
Mathematics	2	41		
Science	12	8		
Social Science	9	18		

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	143:1

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	0.8
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	0.03
Resource Specialist (non-teaching)	
Other	1

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	\$52,569	\$12,646	\$39,923	\$119,709
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	48.0	-9.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	45.3	1.9

Fiscal Year 2024-25 Types of Services Funded

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

- Access to Technology, including a 1 -1 Student to Chromebook ratio
- Academic Counseling and Career via our school counselor
- College and Career Counseling via our College and Career Specialist. A service that is in partnership with Coastline ROP
- Full-time Social Services Counseling
- Full-time Psychologist for Socio-emotional supports
- A full continuum of Special Education Support, including SAI, Self-Contained Classrooms, and a specialized "Compass" program to support students with Emotional Disturbance disabilities
- Financial Aid assistance via Financial Aid Night or an appointment with the school counselor
- Translation for Home-School Communication, as well as on-campus Spanish language interpretation provided by our School Community Facilitator
- BBHS maintains small class sizes (20:1 or less) as a support for all students
- READ 180 courses are offered for students with reading challenges
- ELD-designated classes for English Language Learners
- Turning Point counseling services for specialized support for students with intensive SEL needs
- Project Kinship counseling services to support students who have experience with gang lifestyles
- Partial credit offerings for students with incomplete semester grades
- Concurrent enrollment opportunities for both in-seat and online coursework
- Tutorial classes for students who need support in their general education coursework
- Field trips to junior colleges
- Afterschool ROP courses
- Industry mentors to guide students in various careers and offer opportunities for internships and apprenticeships
- Career Technical Education (CTE) pathways, Leadership in Arts & Business (L.A.B.), including Digital Art and Production (our High Tech Spyder Lab), promote industry experience and transferable skills
- Many partnerships with employment exploration opportunities, including Youth Employment Services (YES).
- Instructional coaching through Leverage Learning Group for professional development on engaging students in the classroom and increasing rigor
- Staff are encouraged and supported in attending professional development conferences (particularly with the focus of Continuation Education) such as California Continuation Educator Association (CCEA) conference, Advancement Via Individual Determination (AVID), and CTE.

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%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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

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

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

