

Ensign 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	Ensign Intermediate School
Street	2000 Cliff Drive
City, State, Zip	Newport Beach, CA 92663
Phone Number	(949) 515-6910
Principal	Samantha Payne
Email Address	spayne@nmusd.us
School Website	https://ensign.nmusd.us/
Grade Span	7-8
County-District-School (CDS) Code	30-66597-6029367

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

Ensign Intermediate School is named after Horace Ensign who, in 1919, became the first principal-teacher in the school system. The school is located at 2000 Cliff Drive in the city of Newport Beach and serves approximately 875 seventh and eighth-grade students. Ensign is a community school, with housing in our boundaries consisting of single-family homes, condominiums, and apartment units.

Ensign Intermediate School is dedicated to challenging and empowering students to achieve their own academic and personal potential by creating opportunities for success. We strive to promote personal accountability, self-respect, and respect for others by emphasizing the importance of every individual on campus. Ensign's three core values are Kindness, Respect, and

2025-26 School Description and Mission Statement

Perseverance.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	431
Grade 8	444
Total Enrollment	875

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.1
Asian	1.4
Black or African American	0.3
Filipino	0.2
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.8
White	49.4
English Learners	9.4
Foster Youth	0.3
Homeless	3.7
Migrant	0.1
Socioeconomically Disadvantaged	47.4
Students with Disabilities	13.7

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)	39.8	90.87	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	4	9.13	49.8	5.37	15831.9	5.67
Total Teaching Positions	43.8	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)	38.1	90.46	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)	0.6	1.57	6.4	0.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	3.3	7.95	43	4.56	14303.8	5.15
Total Teaching Positions	42.1	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)	38.4	91.14	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	3.7	8.86	49.2	5.18	13705.8	4.91
Total Teaching Positions	42.1	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	0.6	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.6	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	0
Total Out-of-Field Teachers	0.00	0	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	1.1	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)	0.9	0.9	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.

Note: The Dual Immersion program may utilize adopted textbooks in the target language.

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	0%

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

School Facility Conditions and Planned Improvements

ENSIGN - 42,240 Classroom Sq. Ft.

This school was built in 1929. There are 26 permanent classrooms, 12 re-locatable classrooms, a multi-purpose room, a library, a gym, two science labs, two computer labs, a choral room, a music room, and an administration building. Ensign underwent construction for modernization in summer 2003 and the project was completed in 2004. HVAC systems were installed in the summer of 2018. Current construction is modifying the school to add an additional parking lot, drop off area, and add safety fencing around the school.

303 work orders were completed for Ensign in the 2024-2025 fiscal year. This site was last inspected on 07/14/2025.

Year and month of the most recent FIT report				07/14/2025
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)	66	66	59	61	47	48
Mathematics (grades 3-8 and 11)	54	54	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	862	833	96.64	3.36	66.71
Female	415	405	97.59	2.41	70.37
Male	447	428	95.75	4.25	63.23
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	360	348	96.67	3.33	50.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	59	100.00	0.00	84.75
White	423	406	95.98	4.02	77.83
English Learners	65	60	92.31	7.69	5.00
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	29.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	415	398	95.90	4.10	53.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	123	112	91.06	8.94	23.21

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	862	829	96.17	3.83	53.86
Female	415	403	97.11	2.89	51.36
Male	447	426	95.30	4.70	56.24
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	360	350	97.22	2.78	34.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	59	100.00	0.00	69.49
White	423	400	94.56	5.44	68.25
English Learners	65	61	93.85	6.15	6.67
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	29.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	415	398	95.90	4.10	36.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	123	111	90.24	9.76	14.41

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)	46.74	44.15	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	440	419	95.23	4.77	44.15
Female	208	201	96.63	3.37	38.31
Male	232	218	93.97	6.03	49.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	180	175	97.22	2.78	24.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	70.00
White	218	202	92.66	7.34	56.44
English Learners	33	32	96.97	3.03	0.00
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	8.70
Military	--	--	--	--	--
Socioeconomically Disadvantaged	211	201	95.26	4.74	27.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	52	91.23	8.77	15.38

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	99	99	99	99	99

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

PTA, Ensign Fund, Navigators, School Site Council, ELAC, and DELAC all serve as ways for our parents to become involved in our school community. Parent involvement is designed to provide two way communication to give and receive input and feedback regarding academic and extracurricular programs. Meetings and special events occur with all parent groups in-person and via Zoom.

For more information about opportunities to become involved in the school, please contact the Principal, Samantha Payne at (949) 515-3350.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	895	884	154	17.4
Female	431	426	67	15.7
Male	464	458	87	19.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	377	371	77	20.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	5	9.8
White	438	433	71	16.4
English Learners	87	85	26	30.6
Foster Youth	--	--	--	--
Homeless	41	40	14	35.0
Socioeconomically Disadvantaged	437	431	96	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	128	25	19.5

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.

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
8.67%	6.17%	6.7%	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	0.11%	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	6.70	0.11
Female	2.32	0.23
Male	10.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.69	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.22	0.27
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	5.48	0.00
English Learners	17.24	1.15
Foster Youth	0.00	0.00
Homeless	12.20	0.00
Socioeconomically Disadvantaged	8.92	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.31	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

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

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

The 2025-2026 School Safety Plan was approved by the School Site Council on December 5, 2024 and approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on August 14, 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	27	7	20	12
Mathematics	29	4	15	12
Science	29	2	22	7
Social Science	33	0	11	17

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	26	10	17	12
Mathematics	28	6	17	12
Science	31		19	11
Social Science	32	2	5	22

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	25	15	19	7
Mathematics	25	12	15	10
Science	29	2	28	
Social Science	29	2	24	5

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	291.7:1

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)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.5

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	\$15,031	\$4,545	\$10,487	\$118,169
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	-10.8	-6.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-13.4	4.9

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
- AVID Programs

Fiscal Year 2024-25 Types of Services Funded

- Counseling (Academic and Career)
- Counseling (social and emotional health)
- Dual Immersion program
- Enrichment Programs including National Junior Honors Society
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Math 7 and Math 8 pre-teach courses
- ONE on Campus
- Parent Education/Family Nights
- Peer Assistance Leadership (PAL)
- Programs for English Learner Students
- Project Hope Alliance
- Project Kinship
- Read 180 co-teach reading intervention
- Social Services
- Special Education
- Student activities including Associated Student Body
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science, and social science
- Translation for Home-School Communication
- Turning Point Counselling Services
- Tutoring twice a week after school

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