

Estancia 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	Estancia High School
Street	2323 Placentia Avenue
City, State, Zip	Costa Mesa, CA 92627
Phone Number	(949) 515-6500
Principal	Michael Halt
Email Address	mhalt@nmusd.us
School Website	https://estancia.nmusd.us/
Grade Span	9-12
County-District-School (CDS) Code	30-66597-3032000

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

The faculty and staff of Estancia High School collaborate with our parents and community to meet the needs of all of our students. Our student body of around 1,000 students and comes from a variety of socioeconomic and demographic backgrounds. Estancia High School was granted a six-year accreditation by the Western Association of Schools and Colleges (WASC) through 2026. The primary goal of Estancia High School is to ensure our students demonstrate college and career readiness for their postsecondary pursuits. Estancia High School has instituted a wide variety of programs that support this goal. Estancia offers a robust Advanced Placement Program, the Lyceum Academy, and an array of course offerings that meet the UC/CSU "a-g" entrance requirements. Estancia has a strong visual and performing arts department that offers courses in drama, music, ceramics and visual arts such as drawing and painting. Four Career Technical Education Pathways

2025-26 School Description and Mission Statement

are also accessible for students including the Estancia Medical Academy, Project Lead the Way Engineering & Design Signature Academy, Construction Technology Pathway, and Digital Media Arts Pathway. Estancia also has a four-year AVID Program to assist students in meeting college requirements and attaining the necessary skills and habits for success in higher education. Estancia High School also offers a continuum of Special Education courses as well as English Language Development courses. The Estancia High School staff is comprised of a collaborative and supportive faculty. Faculty members are committed to getting to know all of their students as learners and providing a quality education they want and expect for their own children. Faculty members welcome and encourage the involvement of the parents in their children's learning. Parents can also support their child and our school by joining the PTSA, our English Learners Advisory Committee (ELAC), or any of our booster programs.

The Estancia High School athletic program sponsors teams in 26 different CIF-recognized sports. Substantial investments have been made in recent years to improve athletic facilities on the Estancia High School campus. The football stadium has been re-turfed, a new 50-meter pool has opened, locker-rooms and team rooms have been improved, and an all-sports classroom has been created. A new football complex and weight room are being designed. Significant improvements have been made to the Estancia High School campus in recent years. The Career Technical Education classrooms have all been remodeled with state-of-the-art equipment. The new performing arts center opened in the fall of 2026, providing a world-class facility for students to showcase their talents. Continuous attention is given to ensure that Estancia High School is a safe, clean, and orderly campus for students. District and school rules and regulations are made known to students and their parents through the Estancia High School Student-Parent Handbook.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 9	220
Grade 10	243
Grade 11	247
Grade 12	264
Total Enrollment	976

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	51.7
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	0.9
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.5
White	10.9
English Learners	26.3
Foster Youth	0.4
Homeless	12.1
Migrant	0.1
Socioeconomically Disadvantaged	84.5
Students with Disabilities	14.5

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)	43.4	75.73	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)	0.2	0.37	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	13.7	23.89	49.8	5.37	15831.9	5.67
Total Teaching Positions	57.3	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)	42	77.38	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)	1.3	2.45	6.4	0.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	0.9	12.4	1.32	11746.9	4.23
Unknown/Incomplete/NA	10.4	19.23	43	4.56	14303.8	5.15
Total Teaching Positions	54.2	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)	45.2	83.06	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)	0.3	0.62	4.2	0.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.29	13.5	1.42	12112.8	4.34
Unknown/Incomplete/NA	8.7	15.97	49.2	5.18	13705.8	4.91
Total Teaching Positions	54.4	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	0.20	1.3	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	1.3	0.3

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	0.1	0
Local Assignment Options	0.00	0.3	0.1
Total Out-of-Field Teachers	0.00	0.4	0.1

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)	3.5	1.4	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2	3.5	1.5

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 HS ELD: Cengage Learning: Edge, 2010	0%
Mathematics	Grades 9-12: Imagine Learning: Imagine IM Algebra I, Algebra II, & Geometry, 2020 Precalculus: Pearson: Precalculus, 2025 AP Calculus AB: Bedford Freeman & Worth: Calculus for the AP Course, 2020 AP Calculus BC: Cengage: Calculus for AP, 2020	0%
Science	OpenSciEd Biology, 2024 AP Biology: Pearson: Campbell Biology in Focus, 2018 OpenSciEd Chemistry, 2024 OpenSciEd Physics, 2024 Astronomy: Pearson: Astronomy Today, 2007 Physiology: Pearson: Marieb Human Anatomy & Physiology, 2025	0%

	AP Environmental Science: Bedford, Freeman, & Worth: Environmental Science for AP, 2011 Marine Science: Cengage Learning: Oceanography, 2019	
History-Social Science	World History: Pearson: The Modern World, 2019 AP World History: Bedford, Freeman, & Worth: Ways of the World: A Global History, 2025 US History: Cengage Learning: U.S. History: America Through the Lens, 2019 AP US History: Cengage Learning: The American Pageant, 2020 AP Human Geography: Pearson: The Cultural Landscape: An Introduction to Human Geography, 2024 Economics: McGraw-Hill: IMPACT Principals of Economics, 2019 Government: McGraw-Hill: IMPACT Principals of American Democracy, 2019 AP Government: Bedford, Freeman, & Worth: American Government: Stories of a Nation, 2025 Psychology: McGraw-Hill: Understanding Psychology, 2014 Sociology: McGraw-Hill: Sociology and You, 2022	0%
Foreign Language	Spanish 1-4: Vista Higher Learning: Senderos, 2023 Spanish 1 Native: Vista Higher Learning: Imagina, 2023 Spanish 2 Native: Vista Higher Learning: Perspectivas, 2023 AP Spanish Lit: Houghton Mifflin: Abriendo Puertas: Ampliando Perspectivas, 2017 AP Spanish Lang: Vista Higher Learning: Temas: AP Spanish Language and Culture, 2023 French 1-4: Carnegie Learning: T'Es Branche?, 2023	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

ESTANCIA - 70,080 Classroom Sq. Ft.

Estancia High School was built in 1966. On the campus there are 73 permanent classrooms, a library, a theater, a pool, two gymnasiums, boys and girls locker rooms, computer labs, a science lab, administrative offices, and a newly constructed stadium that is shared with Costa Mesa High School. The school underwent modernization in 2006.

303 work orders were completed in the 2024-2025 fiscal year (including Jim Scott Stadium). This site was last inspected on 07/22/2025.

Year and month of the most recent FIT report

07/22/2025

School Facility Conditions and Planned Improvements

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)	60	62	59	61	47	48
Mathematics (grades 3-8 and 11)	24	22	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	240	231	96.25	3.75	61.90
Female	119	117	98.32	1.68	70.09
Male	120	114	95.00	5.00	53.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	188	182	96.81	3.19	56.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	31	91.18	8.82	83.87
English Learners	44	41	93.18	6.82	14.63
Foster Youth	0	0	0	0	0
Homeless	20	18	90.00	10.00	27.78
Military	24	23	95.83	4.17	56.52
Socioeconomically Disadvantaged	197	191	96.95	3.05	56.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	25	89.29	10.71	16.00

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	240	233	97.08	2.92	21.89
Female	119	117	98.32	1.68	18.80
Male	120	116	96.67	3.33	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	188	184	97.87	2.13	14.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	31	91.18	8.82	61.29
English Learners	44	44	100.00	0.00	2.27
Foster Youth	0	0	0	0	0
Homeless	20	19	95.00	5.00	5.26
Military	24	23	95.83	4.17	13.04
Socioeconomically Disadvantaged	197	193	97.97	2.03	16.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	25	89.29	10.71	0.00

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)	27.41	31.2	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	489	477	97.55	2.45	28.72
Female	237	234	98.73	1.27	26.50
Male	249	241	96.79	3.21	30.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	409	400	97.80	2.20	22.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	56	53	94.64	5.36	69.81
English Learners	77	71	92.21	7.79	0.00
Foster Youth	0	0	0	0	0
Homeless	54	47	87.04	12.96	6.38
Military	46	45	97.83	2.17	24.44
Socioeconomically Disadvantaged	414	405	97.83	2.17	22.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	60	95.24	4.76	3.33

2024-25 Career Technical Education Programs

In 2024-25, Estancia High School had 65 CTE completers, a 16% increase over the previous year, and offered 15 CTE courses over 4 pathways. All CTE courses were UC/CSU eligible A-G. All courses were aligned with CTE model curriculum standards. The in-bell pathways offered included DVMA (Design, Visual, & Media Arts) (offered through Coastline ROP), Construction (offered through Coastline ROP), Engineering Design, and Patient Care (offered through Coastline ROP). 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 post-secondary 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

2024-25 Career Technical Education Programs

Engineering & ICT sectors. There are 35 members of the Advisory Committee, representing the following sectors: Arts, Media, & Entertainment, Building & Construction Trades, Business & Finance, Marketing, Sales & Service, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism, & Recreation, Information Communication Technology, 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	489
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.2

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	99.08
Graduates Who Completed All Courses Required for UC/CSU Admission	42.13

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	89	90	87	90	86

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.
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2025-26 Opportunities for Parental Involvement
Estancia High School offers a number of opportunities for parental involvement. The school communicates the activities occurring on campus through several means, including the school website, Schoology, Blackboard Connect, and email, in order to encourage and welcome parent attendance and engagement. This includes regular school events like Coffee and Conversation with the principal as well as programming hosted in collaboration with partner institutions like Hoag Hospital, the Parent Academy, and the Save our Youth (SOY) Foundation. In addition, Estancia supports a Parent-Teacher-Student Association (PTSA), a stakeholder group that supports the school and its programs through fundraising, the promotion and planning of activities and initiatives, and providing feedback and input to site administration. For the parents of English Language Learners, the school supports the English Language Advisor Council (ELAC), which serves as a forum for parents to receive information regarding school events and activities as well as voice concerns and make suggestions to improve school programs and operations. As the academic booster club for the school and its feeder middle school, the Estancia-TeWinkle Educational Foundation also offers families opportunities for involvement. Similarly, the school welcomes parental involvement with any of the sport-specific booster organizations that support teams under the Estancia Athletic Program. For more information on the above opportunities for parental involvement, please contact the School Community Facilitator Laura Wagenseller through the school main office at (949) 515-6500.

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	3.6	2.7	1.6	3.3	2.6	2.2	8.2	8.9	8
Graduation Rate	93.7	87.6	92.7	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	246	228	92.7
Female	119	110	92.4
Male	126	117	92.9
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	218	201	92.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	23	23	100.0
English Learners	77	66	85.7
Foster Youth	0.0	0.0	0.0
Homeless	48	38	79.2
Socioeconomically Disadvantaged	228	211	92.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	28	77.8

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	1008	996	106	10.6
Female	482	476	53	11.1
Male	523	517	52	10.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	848	838	86	10.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	24	3	12.5
White	109	109	15	13.8
English Learners	274	270	31	11.5
Foster Youth	--	--	--	--
Homeless	133	130	20	15.4
Socioeconomically Disadvantaged	870	858	96	11.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	150	149	31	20.8

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
4.69%	3.16%	3.67%	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
0.09%	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	3.67	0.00
Female	2.90	0.00
Male	4.40	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	3.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.83	0.00
English Learners	6.57	0.00
Foster Youth	0.00	0.00
Homeless	9.77	0.00
Socioeconomically Disadvantaged	3.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.00	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

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 Costa Mesa Police Department as a liaison. Every semester all students and school personnel participate in a series of drills (fire, earthquake, evacuation, lockdown/place and shelter) to educate and emphasize the importance of being prepared and responding in a safe and efficient manner. Estancia 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 10, 2024 and approved by the Local Board of Education on February 11, 2025. The plan was last updated and reviewed with faculty on August 15, 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	20	30	25	1
Mathematics	21	23	23	0
Science	22	18	18	0
Social Science	26	8	23	2

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	20	32	24	
Mathematics	21	24	22	1
Science	21	15	22	
Social Science	24	12	18	6

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	18	41	17	
Mathematics	19	26	17	2
Science	19	22	14	
Social Science	25	7	26	1

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	244:1

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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.6
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.6
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	\$17,036	\$5,850	\$11,186	\$112,495
District	N/A	N/A	\$11,659	\$113,995
Percent Difference - School Site and District	N/A	N/A	-1.5	-18.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-5.9	-7.5

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 (student devices, hot spots)
 - Advanced Placement (AP) courses
 - AVID programs
 - Counseling (academic and career)
 - Career technical education (CTE) programs in construction, digital media arts, engineering, and medical/patient care
 - Enrichment programs
 - Extended Day / Year / Summer School
 - Intervention and remediation courses
 - Link Crew
 - Multi-tiered Systems of Support programs
 - On Campus Dual Enrollment Courses
 - Parent education programs / Family Nights
 - Programs for English learner (EL) students
 - Prop 28 Arts Funding
 - Social services
 - Special education programs
 - Student/Family primary language support
 - Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
 - Translation for home-school communication

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	27
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	3
Fine and Performing Arts	0
Foreign Language	4
Mathematics	2
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

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

