

# Newport Harbor High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Newport Harbor High School
<b>Street</b>	600 Irvine Ave.
<b>City, State, Zip</b>	Newport Beach, CA 92663
<b>Phone Number</b>	(949) 515-6300
<b>Principal</b>	Sean Boulton
<b>Email Address</b>	sboulton@nmusd.us
<b>School Website</b>	<a href="https://nhhs.nmusd.us/">https://nhhs.nmusd.us/</a>
<b>County-District-School (CDS) Code</b>	30-66597-3035045

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Newport Harbor High School (NHHS), founded in 1930, is proud of its rich tradition as an outstanding school, confirmed by its designations as a California Distinguished School, a National Blue Ribbon School, and currently as an International Baccalaureate School. Many NHHS graduates continue to reside in the area and watch as their children, grandchildren, and even great-grandchildren graduate.

Newport Harbor High School educators and administrators are committed to providing an outstanding instructional program to all students. Through a variety of innovative and specialized programs, faculty and staff ensure that each student is provided with opportunities to reach his or her full potential.

Through a process of shared decision-making, the faculty and staff at Newport Harbor High work closely to create a dynamic and challenging school environment that engages the entire Newport Harbor school community.

Our Mission, Vision, and Beliefs statements have been developed collaboratively, as have our ESLRs. All reflect the Newport Harbor High School shareholder's view of our educational priorities and goals. They are posted throughout our school as a reminder to all of our purpose and priorities.

Vision Statement (Long-term goal of Newport Harbor High School):

Founded in 1930, and fostered through a process of shared decision-making, the faculty and staff at Newport Harbor High School work closely to create a dynamic and challenging school environment.

Mission Statement (Short-term, daily goals at Newport Harbor High School):

We believe all students will become productive and successful members of our global society by challenging each student to his or her academic and personal potential.

WE ARE:

S-Scholarly

A-Artistic

I-Interconnected

L-Leaders

O-Outstanding

R-Responsible

## 2022-23 School Overview

P-Persistent  
R-Respectful  
I-Innovative  
D-Diligent  
E-Enlightened

### School and Community

Established in 1930, Newport Harbor High School (NHHS) is the largest of the four public high schools located within the Newport-Mesa Unified School District that serves a total of 21,884 students from the suburban communities of Newport Beach and Costa Mesa (combined total population of 170,000). The campus is located 45 miles south of Los Angeles and 100 miles north of San Diego. The student body at NHHS is quite diverse. Of the 2216 students enrolled for the 2022-2023 school year, nearly 40% represent different ethnic minorities (57% Caucasian, 35% Latino, 4.5% More than one ethnicity, 2.5% Asian, 1% African American).

Parents established twenty-five private non-profit (501c3) educational foundations to support and promote academic excellence and enhance academic opportunities for all NHHS students through additional financial support-the Newport Harbor Education Foundation and Newport Harbor Athletic Foundation are just two of the twenty-five.

### School Characteristics

Newport Harbor is a four-year high school, serving grades 9-12. Transcripts are based on semester credits and most courses are full-year A-G approved courses.

The graduation rate for the 2021-2022 school year was 97.5% and the A-G completion rate was 65%.

10% of the school population consists of students on Individualized Education Plans that receive special education services under the Individuals with Disabilities Act (IDEA). A very small percentage of students (2%) are on certificate tracks.

### Accreditation and Recent Distinctions

\*California Distinguished School, 1999 and 2005

\*National Blue Ribbon School, 2000

\*PBIS Silver Recognition for Implementation, 2022

\*Western Association of Schools and Colleges (WASC) Accreditation through June 2024.

### Programs and Pathways

NHHS realizes that one size does not fit all in high school. With that in mind, we offer a variety of programs and pathways for our students to enhance their education.

**AP-Advanced Placement Courses:** These are rigorous college-level courses that culminate in a required AP Exam administered by the College Board. AP classes begin in the 9th grade and depending on their exam score and college policies, students may earn advanced placement and/or college credit for successful completion of these courses. AP courses include Art History, Art Portfolio, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science (and CS Principles), English Language and Composition, English Literature and Composition, Environmental Science, European History, French, Human Geography, Government and Politics: US, Physics, Psychology, Statistics, Spanish Language, World History and US History.

**International Baccalaureate Program:** This college-level, fully integrated course of study requires examinations in the five basic academic areas, with a sixth examination selected from one of several options. This program begins at the 11th grade and continues through the 12th grade.

The International Baccalaureate Organization (IBO) was started by a group of dedicated teachers, including many Americans, at an international school in Geneva in 1968. Since international schools are not tied to a particular country or state, they wanted to develop standards and a curriculum that would meet university requirements around the world. The curriculum is centered on critical thinking, open-mindedness, and "big picture" thinking. Students earning the IB Diploma receive advanced college credit at prestigious universities around the world. Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing. University of California schools award a full year's college credit to a diploma student who scores 30 out of 45 on the IB assessments. IB is a two-year program in the junior and senior years. Students take courses in six academic areas.

Group 1: Studies in Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Experimental Sciences

Group 5: Mathematics

## 2022-23 School Overview

### Group 6: Arts & Electives

The courses are classified as Higher Level (HL) or Standard Level (SL). Higher Level courses require two years of study in advanced courses and Standard Level courses require one or two years of study in advanced courses. At least three and not more than four of the six subjects are taken at the Higher Level (HL). The balance of courses are taken at the Standard Level (SL). This allows students to explore some subjects in depth and some more broadly. Students will complete three additional requirements known as the core of the IB program. One requirement is a unique course known as Theory of Knowledge in which they will explore how we acquire knowledge and the connections between various disciplines. The second requirement is that over the two-year period they will participate in and reflect upon activities of their own choice involving creativity, action and service (CAS). Finally, they will write an extended essay (research paper of 4,000 words) during the 11th-grade and 12th-grade years. IB courses are also open to students who do not choose to take the full two-year IB Diploma program, but are interested in taking some of the IB classes offered. These students must complete all class requirements and pass the IB exam in order to achieve the recognition of universities for participating in an IB course. Achievement of the International Baccalaureate Diploma is assessed using international standards. Each examined subject is graded on a scale of 1 to 7 with 7 being the highest score possible. Additional points may be earned for completing the required Extended Essay and Theory of Knowledge essay. The award of the Diploma requires a minimum total of 24 points. IB test scores have no effect on the final grade in the class, only on the awarding of the diploma.

### AVID (Advancement Via Individual Determination)

A special program designed to prepare students, who have not sought out the opportunity, to succeed in a college preparatory path, for admission to four-year universities and colleges. The objectives of the program are to provide students with college-level entry skills and improve their coping skills toward academic success.

Four Career Technical Education (CTE) pathways-Business, Computer Science, Culinary, and TV/Film

### CTE PATHWAYS AT NHHS

#### Business Management Pathway

11th Grade- IB Business Management HL1

12th Grade- IB Business Management HL2

#### Culinary Arts Pathway

9th Grade - Foods

10th Grade - ROP Intermediate Culinary Arts

11th Grade - ROP Baking and Pastry

12th Grade - ROP Advanced Culinary Arts

#### Computer Science Pathway

9th Grade - Exploring Computer Science

10th Grade - Introduction to Computer Science with Python

11th Grade - AP Computer Science Principles

12th Grade - AP Computer Science

#### Digital Media Pathway

10th Grade - ROP Film Digital Arts

11th Grade - ROP TV Video

12th Grade - ROP Broadcast News TARtv

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	545
Grade 10	597
Grade 11	560
Grade 12	568
Total Enrollment	2,270

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.7
American Indian or Alaska Native	0.0
Asian	2.5
Black or African American	0.9
Filipino	0.7
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.1
White	56.6
English Learners	9.1
Foster Youth	0.1
Homeless	2.3
Migrant	0.0
Socioeconomically Disadvantaged	31.1
Students with Disabilities	9.2

#### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	76.60	93.16	861.90	93.55	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.90	2.33	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.27	6.60	0.73	12115.80	4.41
<b>Unknown</b>	3.40	4.23	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	82.20	100.00	921.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.20	
<b>Total Out-of-Field Teachers</b>	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 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 a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected

10/03/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Timeless Voices, Timeless Themes, Prentice Hall (Grades 9-12), 2003 Locally developed standards-aligned Units of Study (Grades 9-12), 2015 For ELD: Edge, National Geographic (Grades 9-12), 2014	Yes	0%
<b>Mathematics</b>	Illustrative Mathematics, Algebra 1, Algebra 2 & Geometry, McGraw Hill, (Grades 9-12), 2019 Pre-Calculus Enhanced with Graphing Utilities, 7th edition, Pearson, 2017 Mathematics: Applications & Interpretations - Oxford Univ. Press, 2020 Calculus for AP, Cengage 2nd Ed. (AP Calculus), 2021 Calculus for the AP Course, Bedford, Freeman, Worth 3rd Ed. (AP Calculus), 2020 Practice of Statistics, W.H. Freeman (AP Stats), 2015	Yes	0%
<b>Science</b>	Foundations of Physical Science, CPO (Grades 10-12), 2013 Biology, Pearson Prentice Hall (Grades 9-12), 2006. Campbell Biology in Focus (AP Ed.), Pearson, 2015, 2nd Edition Chemistry: Matter & Change, McGraw-Hill (Grades 10-11), 2007 Chemistry - AP - 7th Edition, McGraw-Hill 2007 Physics: Physics Principles and Problems, McGraw Hill Glencoe (Grades 9-12), 2008 University Physics, 12th Ed. Pearson, 2008 (*) College Physics, 9th Ed. Cengage, 2012 Physics for the IB Diploma (IB), Oxford Univ. Press, 2014 Universe, Freeman & Co. Human Anatomy and Physiology, 7th Ed. Pearson, 2007 Environmental Science for AP Macmillen Learning, (Grades 11-12) 2015, 2nd Ed. Oceanography, Thomson Learning (Grades 10-12), 2007	Yes	0%
<b>History-Social Science</b>	The Cultural Landscape: An Introduction to Human Geography. 11th edition. Prentice Hall (Grade 9), 2014 World History: The Modern World, Pearson Scott Foresman and Prentice Hall, 2019	Yes	0%



	<p>Ways of the World: A Global History (AP World) Bedford/Freeman/Worth Pub., 2019</p> <p>A History of Western Society. Bedford/St. Martin's. (AP Euro-Grade 10), 2020</p> <p>U.S. History America Through the Lens, National Geographic Learning , 2019</p> <p>The American Pageant. 17th Edition. Houghton Mifflin Co, 2019</p> <p>20th Century World History, Oxford, 2009</p> <p>Principles of Economics, McGraw Hill Education, 2019</p> <p>AP Edition McConnell- Brue, McGraw Hill, 2015</p> <p>Principles of American Democracy, McGraw Hill Education, 2019</p> <p>American Government: Stories of a Nation for the AP Course 1st Ed, 2019</p> <p>Understanding Psychology, McGraw-Hill, 2014</p> <p>Myers' Psychology for the AP Course, 2018</p> <p>Sociology and You, McGraw-Hill, 2014</p>		
<b>Foreign Language</b>	<p>Avancemos, Levels 1-4, Houghton Mifflin Harcourt, 2013</p> <p>Triangulo Aprobado (AP Spanish), Wayside Publishing, 2013</p> <p>Manana, Advanced materials, 2011</p> <p>Spanish B for the IB Diploma, Hodder Education, 2012</p> <p>Discovering French Today, Levels 1-3, Houghton Mifflin Harcourt, 2013</p> <p>Le Monde en Francais, Advance Materials, 2018</p> <p>Signing Naturally, Dawn Sign Press, 2022</p>	Yes	0%
<b>Health</b>	<p>Comprehensive Health, Goodheart-Wilcox, 2018</p>	Yes	0%

### School Facility Conditions and Planned Improvements

#### NEWPORT HARBOR HS -

78,720 Classroom Sq. Ft. This school was built in 1930. There are 82 permanent classrooms, a library, an aquatic sports complex, football stadium, two gymnasiums, five computer labs, science labs and an administration building. Construction for modernization of Newport Harbor began in 2004. 49 portables were placed in 2003 and 2004 for interim housing of Robins-Loats.

831 work orders were completed at Newport Harbor HS in the 2021-2022 fiscal year. This site was last inspected on 08/08/22

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

08/08/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b>	X			

**School Facility Conditions and Planned Improvements**

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	37	N/A	47	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	549	503	91.62	8.38	59.76
<b>Female</b>	262	233	88.93	11.07	67.81
<b>Male</b>	287	270	94.08	5.92	52.79
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	13	92.86	7.14	84.62
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	184	170	92.39	7.61	47.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	18	15	83.33	16.67	60.00
<b>White</b>	326	298	91.41	8.59	66.11
<b>English Learners</b>	34	29	85.29	14.71	3.57
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	12	11	91.67	8.33	36.36
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	177	166	93.79	6.21	44.24
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	53	45	84.91	15.09	15.56

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	549	507	92.35	7.65	36.51
<b>Female</b>	262	233	88.93	11.07	38.53
<b>Male</b>	287	274	95.47	4.53	34.80
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	14	13	92.86	7.14	84.62
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	184	168	91.30	8.70	20.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	18	15	83.33	16.67	30.77
<b>White</b>	326	304	93.25	6.75	43.56
<b>English Learners</b>	34	28	82.35	17.65	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	12	12	100.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	177	163	92.09	7.91	20.50
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	53	46	86.79	13.21	2.27

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	36.08	NT	37.16	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1105	995	90.05	9.95	36.08
<b>Female</b>	540	477	88.33	11.67	36.06
<b>Male</b>	565	518	91.68	8.32	36.1
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	37	94.87	5.13	67.57
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	331	302	91.24	8.76	17.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	33	27	81.82	18.18	40.74
<b>White</b>	685	613	89.49	10.51	43.07
<b>English Learners</b>	74	62	83.78	16.22	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	29	23	79.31	20.69	21.74
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	338	306	90.53	9.47	22.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	95	77	81.05	18.95	7.79

## 2021-22 Career Technical Education Programs

Newport Mesa has 9115 students in 7th -12th grade, of those students 3,060 took at least 1 CTE course. [Note: courses can be one semester or one year.] 1,015 students are enrolled in CTE Pathways. In 9th-12th grade NMUSD has a total of 15 in bell CTE pathways made up of 9 NMUSD and 6 ROP Pathways. There are 44 CTE Pathway courses, 14 singleton high school CTE courses and 13 middle school courses. The Pathways are Engineering and Design, Design Visual Media Arts, Residential & Commercial Construction, Patient Care, Food Service and Hospitality, Production & Managerial Arts (Theater Production, Film & Video Production) Software and Systems Development, Business Management, and Networking. These Pathways mirror the growing industry sectors in Orange County. All CTE Courses are written with the CTE Model Curriculum Standards, ELA, NCSS and Math Standards. 99% of CTE Pathway sequenced courses are UC/CSU a-g approved and 26% Pathway courses are articulated with multiple community colleges in Orange County. The 2 courses in the Business Management Pathway at Newport Harbor are IB. In the Software and Systems Development Pathway two courses are AP. 216 students completed their pathway at the end of the school year.

### Programs and Pathways

Four Career Technical Education (CTE) pathways-Business, Computer Science, Culinary, and TV/Film

#### CTE PATHWAYS AT NHHS

##### Business Management Pathway

11th Grade- IB Business Management HL1

12th Grade- IB Business Management HL2

##### Culinary Arts Pathway

9th Grade - Foods

10th Grade - ROP Baking and Pastry

11th Grade - ROP Culinary Arts

12th Grade - ROP Advanced Culinary Arts

##### Computer Science Pathway

9th Grade - Exploring Computer Science

10th Grade - Introduction to Computer Science with Python

11th Grade - AP Computer Science Principles

12th Grade - AP Computer Science

##### Digital Media Pathway

10th Grade - ROP Film Digital Arts

11th Grade - ROP TV Video

12th Grade - ROP Broadcast News TARtv

Measurement of outcomes use the following multiple assessments: CALPADS data and Perkins E2 reporting from the previous year is shared with the HS Principals and their CTE staff. Year-end assessments are integrated into ROP and Engineering courses. CTE students completed 655 industry certifications. The certifications are integrated into the curriculum, and they are: Food Service & Hospitality: Serve Safe; Business Mgmt.: H&R Block Financial Literacy, STUKENT; Residential and Commercial Construction: OSHA; Patient Care AHA CPR, Software and Systems Development, Java, Java Script, and Python. Leadership skills are embedded in the curriculum and the following are Career Technical Student Organizations and Career Technical: DECA, HOSA, FCCLA. A coordinated effort is made in linking all secondary schools with CTE in NMUSD. Creating collaborative group meetings for our CTE Pathways district- wide ensures our teachers and counselors discuss and evaluate benchmarks for completion and success in CTE courses in an ongoing manner. Teachers meet with site Principals, our Industry Advisory Council members and ROP review and approve their annual equipment needs for their program, which keeps them abreast of industry standards. Annual review of labor market information via the OC Business Council Report reveals the growth of high wage, high demand industry sectors in Orange County. This report helps guide our pathway development. Presentation for this information along with Cal Pads Data is made at the annual CTE Advisory Council meeting, which is chaired by Mike Stefani, President, AIT Management, and has representatives from NMUSD Special Populations, Industry Advisors, CTE teachers, counselors, and regional education administrators. CTE teachers and counselors join in on staff meetings at their sites. All middle and high school courses adopted the new CTE Model Curriculum standards and incorporate the 11 Elements of a High Quality CTE program as well as All Aspects of Industry. All students and parents in NMUSD have access to the College and Career website that has the course catalogue, information about Pathways at all sites and activities taking place during the year. Also, the site has a link to the College and Career Night information with all 200-college links and recorded breakout sessions on FAFSA, NCAA and industry expert panels.



## 2021-22 Career Technical Education Programs

The following individuals serve on the CTE advisory committee form NHHS: Alfredo Larios, Sara Abdelhadi, Pam Zuniga, and Jennifer Fox.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	681
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	98
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.87
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	63.70

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	84	85	81	83	85

## 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.

## 2022-23 Opportunities for Parental Involvement

Newport Harbor's parent community is directly connected in supporting the school and is involved in a variety of ways. Parents volunteer through many organizations. PTA meetings are held monthly. The Navigators host monthly meetings and organize two Harbor Pride Days where parents and students work together on various campus beautification projects. The Newport Harbor Educational Foundation serves the school by hosting a variety of fundraising activities, i.e. DNA Night for parents, Grandparents Day, and the Annual Benefit Auction. All parent groups help to raise funds to enhance academic and extra-curricular activities through several fundraisers and "friend-raisers", generating significant funding for academic and athletic programs.

Newport Harbor also has a rich ELAC (English Language Advisory Committee) that meets five times a year.

### Responsibilities

The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA).

The ELAC shall assist the school in the development of:

The school's needs assessment.

The school's annual language census.

Ways to make parents aware of the importance of regular school attendance.

Composition Requirements

Requirements for ELAC elections include:

Parents of English learners at Newport Harbor High School comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

### Elections

Parents or guardians of Newport Harbor High School English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.

Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

### Training

Newport Mesa Unified School District provides for all ELAC members:

Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.

Training planned in full consultation with ELAC members.

Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

### Legal References

California Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)

California Code of Regulations, Title 5, Section 11308 (b), (c), and (d)

20 United States Code Section 6312 (g)(4)

### School Site Council (SSC)

Parents can get involved in school site council through being on the council and voted in by parents.

### School Connected Organizations (SCO)

Parents serve on the board and are involved in fundraising through the twenty-five school-connected organizations at each site.

For more information about opportunities to become involved in the school, please contact the Principal, Sean Boulton at 949-515-6300.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.6	4.2		7.4	4.3		8.9	7.8
Graduation Rate		91.4	95.1		88.4	92.8		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	567	539	95.1
Female	282	272	96.5
Male	285	267	93.7
American Indian or Alaska Native	0	0	0.0
Asian	25	24	96.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	148	135	91.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	13	12	92.3
White	368	355	96.5
English Learners	47	38	80.9
Foster Youth	--	--	--
Homeless	20	14	70.0
Socioeconomically Disadvantaged	209	192	91.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	49	44	89.8

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2330	2305	468	20.3
Female	1119	1106	229	20.7
Male	1209	1197	238	19.9
American Indian or Alaska Native	1	1	0	0.0
Asian	57	56	9	16.1
Black or African American	20	20	7	35.0
Filipino	16	16	3	18.8
Hispanic or Latino	816	803	186	23.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	96	96	20	20.8
White	1313	1302	242	18.6
English Learners	219	217	63	29.0
Foster Youth	9	7	5	71.4
Homeless	68	68	26	38.2
Socioeconomically Disadvantaged	802	791	232	29.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	225	223	66	29.6

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.21	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.09	2.36	0.60	2.87	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.36	0.00
Female	0.98	0.00
Male	3.64	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.75	0.00
Black or African American	15.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.21	0.00
White	1.29	0.00
English Learners	6.39	0.00
Foster Youth	0.00	0.00
Homeless	10.29	0.00
Socioeconomically Disadvantaged	3.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.22	0.00

## 2022-23 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 evaluated and revised October 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. Newport Harbor High School's Comprehensive Safe School Plan is evaluated yearly and amended, as needed, by the School Site Council. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2. Child Abuse Reporting Procedures, 3. Disaster Procedures, 4. Policies for Suspension, Expulsion and Mandatory Expulsion, 5. Procedures for Notification of Staff Regarding Dangerous Students, 6. Policies on Sexual Harassment, 7. Policy Relating to School Dress Code (especially gang-related apparel), 8. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 9. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 10. Rules and Procedures on School Discipline.

We believe that safety is everyone's responsibility and work together to ensure a safe school environment. Three full time campus supervisors enhance school safety and security. These supervisors work closely with administration and with the Newport Beach Police Department School's Resource Officer provided through a joint program between the City of Newport Beach and the Newport-Mesa Unified School District to ensure the safety of NHHS's students.

The school has a Disaster Preparedness Plan which addresses campus intruders, earthquakes, bomb threats, fire, and the loss or failure of utilities. Emergency supplies are readily accessible in the event of an emergency. An annually updated Safe School Plan provides for the physical and emotional safety of all on campus. California Education Code requires that each secondary school site conduct a minimum of two Campus Intruder/Lockdown Drills and two Drop and Cover Earthquake/Fire Evacuation Drills per school year. The intent is to schedule one of each type of drill per semester for a total of four drills per school year. Each drill is conducted in coordination with the Newport Beach Police Department and Newport Beach Fire Department.

Recently added to our Safety Plan are methods of reporting and responding to the mental health needs of our student body. "Text-a-Tip," an anonymous-submission phone number, allows student, staff, and parents to report students in need to the administration anonymously; teachers also now use a Google form to refer students in academic, emotional, academic, or behavioral need to the Wellness Team, composed of administrators, counselors, nurses, and school psychologists. These submissions are reviewed regularly and prioritized according to need. Resources to address these needs include on-campus counseling and support as well as referrals to third-party support teams such as Care Solace.

The safety plan was shared with the faculty and approved by the School Site Council on January 20, 2022. It was approved by the Local Board of Education on February 8, 2022.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	56	19
Mathematics	28	13	44	18
Science	28	10	52	9
Social Science	28	10	45	17

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22	58	15
Mathematics	28	11	41	19
Science	28	7	59	2
Social Science	28	8	43	17

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	35	57	4
Mathematics	24	31	48	3
Science	26	18	53	2
Social Science	25	19	53	3

## 2021-22 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	343.94

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,559	\$2,013	\$7,546	\$112,343
District	N/A	N/A	\$7,549	\$100,875
Percent Difference - School Site and District	N/A	N/A	0.0	10.8
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	13.5	23.9



## 2021-22 Types of Services Funded

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

- Access to Technology- Chromebooks 1:1
- Advanced Placement and College Testing Prep Software
- AVID Programs
- Behavioral Specialist
- Career Specialist (ROP)
- Counseling (Academic, Career, Social-Emotional)
- College and Career Information Nights
- Credit Recovery Courses/Edgenuity
- Financial Aid (FAFSA and CADAA Assistance)
- Summer School (Remediation, Initial Credit, Enrichment)
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings including Read 180
- Parent Education/Family Nights
- Programs for English Learner Students
- Referrals to Outside Service Providers (Care Solace)
- Social Worker
- Special Education
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science, and social science
- Translation for Home-School Communication
- Transition Services (STEP) and Workability
- Turning Point Counseling
- Tutoring (Paper Online, After-School)
- Wellness Team
- 

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$54,413	\$54,370
<b>Mid-Range Teacher Salary</b>	\$93,510	\$82,681
<b>Highest Teacher Salary</b>	\$130,439	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$145,635	\$135,283
<b>Average Principal Salary (Middle)</b>	\$159,138	\$141,244
<b>Average Principal Salary (High)</b>	\$176,894	\$152,955
<b>Superintendent Salary</b>	\$298,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	31.2
------------------------------------------	------

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	8
Fine and Performing Arts	4
Foreign Language	2
Mathematics	8
Science	9
Social Science	13
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	44

## Professional Development

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	4	4