

Newport Heights Elementary 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

School Name	Newport Heights Elementary School
Street	300 East 15th Street
City, State, Zip	Newport Beach, CA 92663
Phone Number	(949) 515-6970
Principal	Terri Clarke
Email Address	tclarke@nmusd.us
School Website	https://newportheights.nmusd.us/
County-District-School (CDS) Code	30-66597-6029441

2022-23 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 Address	www.nmusd.us

2022-23 School Overview

At Newport Heights Elementary School, we are focused on academic growth, social-emotional learning, and Shark P.R.I.D.E. Our outstanding, caring, and supportive teachers provide the optimum learning environments in each classroom so that students can become their very best selves. We strive to prepare our students for an ever-changing world by encouraging curiosity, exploration, and in-depth learning across curricular areas. We have 21 general education classroom teachers. In addition, we have one full-time SDC teacher with two full-time instructional assistants supporting the classroom, two full-time special education specialists and two part-time special education instructional assistants, five certificated part-time teachers for support and intervention, five instructional assistants supporting all of our programs and initiatives, and one full-time TOSA supporting our Shark Tank Technology Lab. We have one principal as the instructional leader. We are fortunate to have PE, Music, and Science Teachers, a School Nurse and a Health Clerk, a Library Media Technician, a School Psychologist, and a Speech Language Pathologist, plus three 1:1 Behavioral Interventionists supporting students in these curricular areas and with their unique, individual needs. Through the incredible support of our Foundation and PTA, we are fortunate to have a strong support, intervention, and enrichment program to assist students.

We integrate into our instructional blocks, several reading and math adaptive computer programs that allow students to progress with their learning at their individual level. We use SIPPS instruction for phonemic awareness in grades K-2. We have formalized our instruction for behavior through our school-wide Positive Behavioral Intervention & Support, and take pride in our positive school climate for all students focusing on Shark P.R.I.D.E. (Polite, Responsible, Independent, Determined, Engaged) Our school district provides students with Chromebook technology and access for our TK-6th grade students. Our school has a state-of-the-art Technology Lab that incorporates STEAM learning with video and media production, and a focus on content creation. There is a wall-size Nureva interactive screen that assists with student, collaborative presentations. This space, referred to as our "Shark Tank" has become the hub of all technology infused cross-curricular learning with our co-teacher that teaches all students, TK-6th grade. This model is incredibly unique for an elementary school and was created with the support of an initial investment of \$150,000 plus yearly financial support from a local philanthropist that supports our vision.

Newport Heights Elementary School provides opportunities outside the classroom for students to engage positively with their peers. Each month, with the support of our Foundation and PTA, we offer Recess Art as a creative outlet; every Tuesday we practice T-Shirt Tuesday by wearing apparel with positive messages; each Friday we come together as a school community with our Flag Decks, celebrating our Shark P.R.I.D.E., honoring student achievements, and showing school spirit with our spirit wear.

2022-23 School Overview

It is through the strong partnerships that we have with our Foundation and our PTA that our parents feel connected to this school through their participation with these parent organizations, as well as with their positive relationships with staff. School community is an important focus, our parent organizations offer a wide variety of ways to come together from PTA Game Nights and Family Dance Nights to Foundation's Gala Fundraiser. In addition, students participate in Jog-A-Thon, Read-A-Thon, Ball Drop, Field Day, Monthly Lunch Dance Parties, "Student Experiences" with teachers and staff, and more.

At Newport Heights, we understand that children are best served when the partnership between home and school is strong. We help our students to develop strong social-emotional skills and we align all of our resources towards student success. Newport Heights Elementary School, where STUDENTS ACHIEVE GREAT HEIGHTS!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	64
Grade 2	61
Grade 3	56
Grade 4	57
Grade 5	67
Grade 6	68
Total Enrollment	433

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.0
Asian	1.8
Black or African American	1.4
Filipino	0.5
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.3
White	60.3
English Learners	6.9
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	26.1
Students with Disabilities	12.7

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

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

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

2020-21 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)	24.90	100.00	861.90	93.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.60	0.73	12115.80	4.41
Unknown	0.00	0.00	44.90	4.88	18854.30	6.86
Total Teaching Positions	24.90	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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.

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	0.00	
Total Out-of-Field Teachers	0.00	

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.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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
Reading/Language Arts	TK: McGraw-Hill - Big Books & My Word Book consumable, 2022 K-6: McGraw-Hill: California Wonders, 2017 Grade K - Eleven Units with eleven corresponding Anthologies and Reading/Writing Workshop Texts Grade 1 - Four units with four corresponding Anthologies and Reading/Writing Workshop Texts Grades 2-6 - One Anthology Text and one Reading/Writing Workshop Text	Yes	0%
Mathematics	TK-5: The Math Learning Center: Bridges in Mathematics, 2017 TK student materials include manipulatives, number mats, and story collections. Grades K-5 students use Student Edition and Number Corner. Grade 6: Illustrative Mathematics, Course 1, 2018	Yes	0%
Science	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022 K-5: Pearson Scott-Foresman, California Science, 2009 Grades K-2 - Each classroom has one Big Book Flip Chart. Grades 3-5 - All students have a Student Edition. Grade 6 - All students have a "Focus on Earth Science" Student Edition. Science Specialists supplement this curriculum with the hands-on, inquiry-based science kits.	Yes	0%
History-Social Science	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022 Grades K-5: Pearson Scott Foresman History-Social Science Consumables, 2007 Grade 6: Glencoe McGraw-Hill Impact California: World History and Geography, Ancient Civilizations, 2019	Yes	0%

School Facility Conditions and Planned Improvements

NEWPORT HEIGHTS - 29,760 Classroom Sq. Ft.

This school was built in 1956. There are 27 permanent classrooms, a multi-purpose room, and an administration building. The school was modernized in 2004. Four portable classrooms were constructed in 1997 and all four were replaced with new units in the 2004 modernization. In 2007, a Science portable classroom was added to the campus.

256 work orders were completed for Newport Heights in the 2021-2022 fiscal year. This site was last inspected on 8/2/22.

Year and month of the most recent FIT report

8/2/22

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).
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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	64	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	58	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
All Students	251	247	98.41	1.59	64.37
Female	130	128	98.46	1.54	70.31
Male	121	119	98.35	1.65	57.98
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	75	100.00	0.00	48.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	23	100.00	0.00	82.61
White	143	140	97.90	2.10	70.00
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	78	78	100.00	0.00	47.44
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	44	97.78	2.22	34.09

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
All Students	251	247	98.41	1.59	58.30
Female	130	128	98.46	1.54	59.38
Male	121	119	98.35	1.65	57.14
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	75	100.00	0.00	41.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	23	100.00	0.00	78.26
White	143	140	97.90	2.10	64.29
English Learners	11	11	100.00	0.00	27.27
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	78	78	100.00	0.00	44.87
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	44	97.78	2.22	34.09

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
Science (grades 5, 8 and high school)	NT	48.28	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
All Students	61	58	95.08	4.92	48.28
Female	26	24	92.31	7.69	41.67
Male	35	34	97.14	2.86	52.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100	0	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	35	94.59	5.41	45.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100	0	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	36.36

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 5	89	94	94	94	94

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 Heights enjoys a remarkable degree of parent and community involvement. There are numerous opportunities for parent participation such as being a School Site Council member; English Language Advisory member; room parent; classroom and library volunteer; field trip chaperone; PTA and Foundation board member; and/or assisting with our annual jog-a-thon, school musical, book fairs, talent show, and other school events. For our ELAC group we have a community facilitator and we bring in guest speakers and have celebrations of student achievements in ELPAC advancement. We have created this year a parent education series that will provide information to parents about how to navigate our school system (TK-12) and support student learning. Our ELAC group hosts an annual Cinco de Mayo staff appreciation day that is a school favorite event. Our parent volunteers coordinate many school-wide events such as Family Nights, Reflections Art Program, Art Masters, Jog-a-Thon and much more.

For more information about opportunities to become involved in the school, please contact the Principal, Terri Clarke, at 949-515-6970.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	464	455	123	27.0
Female	231	228	66	28.9
Male	233	227	57	25.1
American Indian or Alaska Native	0	0	0	0.0
Asian	9	8	0	0.0
Black or African American	8	6	4	66.7
Filipino	2	2	0	0.0
Hispanic or Latino	124	123	40	32.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	36	36	7	19.4
White	277	274	68	24.8
English Learners	34	31	12	38.7
Foster Youth	0	0	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	138	135	51	37.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	70	20	28.6

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	0.83	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	0.62	1.29	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	1.29	0.00
Female	0.43	0.00
Male	2.15	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	2.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 Heights has a comprehensive School Safety Plan. The campus is inspected regularly to insure safe conditions. The School Safety Coordinators attend meetings and professional development opportunities to keep current. They report back to the staff new information and keep the Disaster Preparedness Plan and materials updated. They have trained the staff regarding emergency procedures, and schedule regular earthquake, fire, and lockdown practice drills for the school. At the start of every school year, we update our School Safety Plan to assure that staff roles and assignments are accurate and updated. Newport Heights has strong relationships with local police and fire departments and work collaboratively to ensure the safety of the school community. Our Safety Plan is continually being reviewed and updated by staff 12/11/21, approved by School Site Council on 1/12/22 and approved by the Local Board of Education on February 8, 2022.

Our plan includes a variety of different drills that we practice. This year we are working on staff evaluating current conditions as they make their evacuation decisions. Our school continues to become familiar with our Titan alert system and has found it to be very helpful in getting information to people quickly. We have also established much stronger visitor management controls by the use of our Raptor Visitor System. Student supervision and protocols have increased during before school, after school, lunch and recess times.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	24		3	
2	22		3	
3	22		4	
4	25		3	
5	41		2	1
6	29		3	
Other	8	1		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	18	3		
2	19	3		
3	18	3		
4	21	1	2	
5	31		2	
6	29		3	
Other	7	1		

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	6	3	
1	22	1	11	
2	20	8	4	
3	21	9	2	1
4	18	12		
5	21		11	
6	22	1	10	
Other	15	2	2	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.4

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	\$13,279	\$3,781	\$9,498	\$105,108
District	N/A	N/A	\$7,549	\$100,875
Percent Difference - School Site and District	N/A	N/A	22.9	4.1
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	36.1	17.3

2021-22 Types of Services Funded

The types of programs and services available at Newport Heights Elementary that support and assist students include:

- Access to Technology devices and platforms
- Access to Technology curriculum with Support Teacher
- Enrichment Programs
- Gifted and Talented Education (GATE)
- Intervention and Remediation (during school day)
- Parent Education/Family Nights
- Programs for English Learner Students
- Special Education
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication

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

Professional Development

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

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