

Newport Harbor High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Newport Harbor High School
Street	600 Irvine Avenue
City, State, Zip	Newport Beach, CA 92663
Phone Number	(949) 515-6300
Principal	Sean Boulton
Email Address	sboulton@nmusd.us
School Website	https://nhhs.nmusd.us/
Grade Span	9-12
County-District-School (CDS) Code	30-66597-3035045

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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.

Mission: Newport Harbor High School will allow every student to explore, learn, and grow. Students will leave Newport Harbor prepared academically for their next endeavor, whether that be college, military, or career. Graduates will also emerge from

2024-25 School Description and Mission Statement

NHHS as contributing members of a free society that values leadership, diversity, and civic responsibility.

Vision: Through shared decision-making and community input, the faculty and staff at Newport Harbor High collaborate to offer a range of innovative programs, course offerings, and co-curricular options. We provide a rigorous and supportive academic environment focused on developing principled, independent thinkers with character.

WE ARE:

S-Scholarly

A-Artistic

I-Interconnected

L-Leaders

O-Outstanding

R-Responsible

P-Persistent

R-Respectful

I-Innovative

D-Diligent

E-Enlightened

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. In 2023-2024 enrollment at NHHS was 2,217. This is a slight decrease from the previous year. The breakdown of students includes 43.7% of the population as socioeconomically disadvantaged, 11.2% of the population as students with disabilities, and 8.3% are English Language Learners. 53.5% of students report as white, 36.9% Hispanic, 5.7% 2 or more races, and 1.9% Asian. 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 2023-2024 school year was 96.6% and the A-G completion rate was 58.5%.

Accreditation and Recent Distinctions

*California Distinguished School, 1999 and 2005

*National Blue Ribbon School, 2000

*Western Association of Schools and Colleges (WASC)

Six-Year Accreditation through June, 2030

*International Baccalaureate (IB) World School since 2010-Full IB Diploma Program

*National Association for College Admission Counseling

*AVID Site Schoolwide

*College Board Advanced Placement (AP) Programming Award for Equity and Access and Honor Roll Award (2024)

Class of 2024:

Seal of Civic Engagement: 224

Seal of Biliteracy: 78

State Seal of Excellence: 217

NMUSD Board Seal of Excellence: 7

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. Newport Harbor offers 27 AP courses. In 2024 1198 exams were taken and the cumulative passing rate was 75%.

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

2024-25 School Description and Mission Statement

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.

Junior Mentor Program

A career mentor program is provided for juniors who are paired 1:1 with a professional in a student's area of career interest area for purposes of job shadowing and getting an in depth look into the world of their mentor. The experience spans a nine-month period and is documented by students in written reports.

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.

Newport Harbor's exemplary AVID program currently serves approximately 255 students (2024-2025). 100% of the 2024 graduating AVID seniors received an acceptance from a 4-year university. 5% matriculated to 2-year and 95% 4-year schools while receiving 1.8 million dollars of scholarship monies.

Athletic Programs

Newport Harbor boasts a rich tradition of highly competitive, award-winning athletic programs. Additionally, over one-half of the varsity teams consistently rank in the top three in the county for the highest number of scholar-athletes. The school offers a wide variety of sports in which over one-half of all students participate

Four Career Technical Education (CTE) pathways-Business, Computer Science/Information Systems, Culinary, DMA- Film and Video Production, Technical Theatre, and Digital Photo Arts and Design.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	521
Grade 10	571
Grade 11	539
Grade 12	586
Total Enrollment	2,217

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Non-Binary	0
American Indian or Alaska Native	0.1
Asian	1.9
Black or African American	0.6
Filipino	0.6
Hispanic or Latino	36.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.7
White	53.4
English Learners	8.3
Foster Youth	0.2
Homeless	3.1
Migrant	0
Socioeconomically Disadvantaged	43.7
Students with Disabilities	11.2

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.60	93.16	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)	1.90	2.33	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.27	6.60	0.73	12115.80	4.41
Unknown/Incomplete/NA	3.40	4.23	44.90	4.88	18854.30	6.86
Total Teaching Positions	82.20	100.00	921.40	100.00	274759.10	100.00

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)	85.50	91.57	869.90	93.80	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	0.43	0.90	0.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.15	2.80	0.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.11	3.80	0.42	11953.10	4.28
Unknown/Incomplete/NA	6.20	6.72	49.80	5.37	15831.90	5.67
Total Teaching Positions	93.40	100.00	927.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	85.00	90.47	881.50	93.37	231142.40	100.00
Intern Credential Holders Properly Assigned	0.70	0.76	0.70	0.08	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	1.54	6.40	0.68	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	3.54	12.40	1.32	11746.90	4.23
Unknown/Incomplete/NA	3.40	3.67	43.00	4.56	14303.80	5.15
Total Teaching Positions	94.00	100.00	944.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.90	0.10	1.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.90	0.10	1.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90	0.8
Local Assignment Options	0.20	0.10	2.4
Total Out-of-Field Teachers	0.20	1.00	3.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	0.2	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	0	0.3

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing technology and a library/media center. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected 10/15/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Timeless Voices, Timeless Themes, Prentice Hall, 2002 (Grade 9-12)	Yes	0%
	Locally developed standards-aligned Units of Study, 2015 (Grade 9-12)		
	For ELD: Edge, National Geographic, 2014 (Grade 9-12)		
Mathematics	Illustrative Mathematics, Algebra 1, Algebra 2 & Geometry, McGraw Hill, 2020 (Grade 9-12)	Yes	0%
	Pre-Calculus Enhanced with Graphing Utilities, Pearson Prentice Hall, 2017 (Enhanced Math/Pre-Calculus)		
	Mathematics: Applications & Interpretations, Oxford Univ. Press, 2020 (IB Math)		
	Calculus for AP, Cengage, 2020 (AP Calculus)		
	Calculus for the AP Course, Bedford Freeman & Worth, 2020 (AP Calculus)		
	Practice of Statistics for AP, Bedford, Freeman & Worth, 2024 (AP Statistics)		

Science	<p>OpenSciEd Biology - Digital, Activate Learning, 2024 (Biology)</p> <p>Campbell Biology In Focus, Pearson, 2022 (AP Biology)</p> <p>OpenSciEd Chemistry - Digital, Activate Learning, 2024 (Chemistry)</p> <p>AP Chemistry, McGraw-Hill, 2007 (AP Chemistry)</p> <p>OpenSciEd Physics - Digital, Activate Learning, 2024 (Physics)</p> <p>University Physics, Pearson, 2008 (AP Physics)</p> <p>College Physics, Cengage, 2012 (AP Physics)</p> <p>Human Anatomy and Physiology, Pearson, 2017 (Physiology)</p> <p>Environmental Science for AP, Bedford Freeman & Worth, 2024 (AP Environmental Science)</p> <p>Oceanography, Cengage Learning, 2019 (Marine Science)</p>	<p>Yes</p>	<p>0%</p>
History-Social Science	<p>The Cultural Landscape: An Introduction to Human Geography, Pearson, 2024 (AP Geography)</p> <p>World History: The Modern World, Pearson, 2019 (World History)</p> <p>Ways of the World: A Global History, Bedford Freeman & Worth, 2020 (AP World History)</p> <p>A History of Western Society, Bedford Freeman and Worth, 2020 (AP Euro History)</p> <p>U.S. History America Through the Lens, National Geographic Learning, 2019 (US History)</p> <p>The American Pageant, Cengage, 2020 (AP US History)</p> <p>20th Century World History, Oxford Univ. Press, 2011 (IB History)</p> <p>IMPACT California Social Studies - Principles of Economics, McGraw-Hill, 2019 (Economics)</p> <p>Economics AP Edition, McGraw-Hill, 2015 (AP Economics)</p> <p>IMPACT California Social Studies - Principles of American Democracy, McGraw-Hill, 2019 (Government)</p> <p>American Government: Stories of a Nation for the AP Course, Bedford, Freeman & Worth, 2020 (AP Government)</p> <p>Understanding Psychology, McGraw-Hill, 2014 (Psychology)</p> <p>Myers' Psychology for the AP Course, Bedford Freeman & Worth, 2024 (AP Psychology)</p>	<p>Yes</p>	<p>0%</p>

	Sociology and You, McGraw-Hill. 2022 (Sociology)		
Foreign Language	Senderos Spanish Level 1 - 4, Vista Learning, 2023 TEMAS, AP Spanish Language and Culture, Vista Higher Learning, 2023 Taller de Escritores, Vista Higher Learning, 2018 (IB Spanish) T'Es Branche? French Level 1 - 4, Carnegie Learning, 2023 Le Monde en Francais, Advance Materials, 2019 (IB French) Signing Naturally Units 1-12, Dawn Sign Press, 2022	Yes	0%
Health	Comprehensive Health Skills, Goodheart-Wilcox (4th Edition), 2024	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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.

1033 work orders were completed at Newport Harbor HS in the 2023-2024 fiscal year. This site was last inspected on 06/28/24.

Year and month of the most recent FIT report	06/28/24
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	54	69	58	59	46	47
Mathematics (grades 3-8 and 11)	32	42	47	48	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	517	496	95.94	4.06	69.03
Female	249	241	96.79	3.21	75.52
Male	268	255	95.15	4.85	62.85
American Indian or Alaska Native	0	0	0	0	0
Asian	13	12	92.31	7.69	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	178	172	96.63	3.37	48.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	79.49
White	279	268	96.06	3.94	80.52
English Learners	34	34	100.00	0.00	14.71
Foster Youth	0	0	0	0	0
Homeless	18	17	94.44	5.56	35.29
Military	21	21	100.00	0.00	57.14
Socioeconomically Disadvantaged	216	207	95.83	4.17	50.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	55	91.67	8.33	24.07

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	516	483	93.60	6.40	42.03
Female	249	234	93.98	6.02	43.59
Male	267	249	93.26	6.74	40.56
American Indian or Alaska Native	0	0	0	0	0
Asian	13	12	92.31	7.69	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	163	92.09	7.91	22.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	37	92.50	7.50	67.57
White	279	266	95.34	4.66	50.38
English Learners	34	31	91.18	8.82	3.23
Foster Youth	0	0	0	0	0
Homeless	18	16	88.89	11.11	25.00
Military	21	19	90.48	9.52	26.32
Socioeconomically Disadvantaged	215	195	90.70	9.30	24.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	51	85.00	15.00	5.88

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.27	36.35	36.27	36.63	30.29	30.73

2023-24 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	1099	1048	95.36	4.64	36.35
Female	524	497	94.85	5.15	37.63
Male	574	550	95.82	4.18	35.27
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	407	391	96.07	3.93	24.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	64	95.52	4.48	45.31
White	585	555	94.87	5.13	42.70
English Learners	69	65	94.20	5.80	0.00
Foster Youth	--	--	--	--	--
Homeless	44	41	93.18	6.82	19.51
Military	53	49	92.45	7.55	16.33
Socioeconomically Disadvantaged	400	377	94.25	5.75	24.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	112	93.33	6.67	7.14

2023-24 Career Technical Education Programs

In 2023-24, Newport Harbor High School had 116 CTE completers and offered 15 CTE courses over 6 pathways. All CTE courses were UC/CSU eligible A-G. All courses were aligned with CTE model curriculum standards. The in-bell pathways offered at Newport Harbor High School included Business Management, Emergency Response, Film & Video Production, Food Service & Hospitality (offered in collaboration with Coastline ROP), Software & Systems Development, and Stage Technology.

NMUSD collaborated with Coastline ROP to expand opportunities for students through after-school programs, offering 14 out-of-bell courses: 2 at Back Bay High School, 3 at Estancia High School, and 9 at the Presidio Campus. Courses offered were in the health sciences, construction, and public service sectors. These courses were open to all NMUSD high school students, regardless of their home campus. Additionally, students had access to an extensive selection of 24 courses offered by Coastline ROP in the Saddleback, Irvine, and Tustin school districts.

The NMUSD CTE Advisory Committee meets at a minimum once per year. The committee is led by NMUSD's Coordinator of Work-Based Learning Lisa Snowden, and the Advisory Chair Mat Garcia, who comes from the Engineering sector. There are 28 members of the Advisory Committee, representing the following sectors: Arts, Media, & Entertainment, Building & Construction Trades, Business & Finance, Marketing, Sales & Service, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism, & Recreation, Information Communication Technology, and Education. Last year the advisory met on March 13, 2024 from 4-6pm at Back Bay High School.

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	752
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.1
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	57.27

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.

2023-24 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. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98	98	96	98	96

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.

2024-25 Opportunities for Parental Involvement

Newport Harbor's parent community is directly connected in supporting the school and is involved in a variety of ways.

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. .

The Parent Teacher Organization (NHHS PTA) supports the community by planning and funding programs and activities that meet the specific needs of our school. We support the educational efforts of our teachers in the classroom and work to increase parent involvement through communication, family events, parent education, and other special projects throughout the year. PTA meets monthly at NHHS,.

Newport Harbor also has an ELAC (English Language Advisory Committee) that meets five times a year. 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 Single Plan for Student Achievement (SPSA).

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).

The School Site Council (SSC) is a team comprised of the school principal, teachers, classified staff, students, parents, and/or community members. The committee looks at student data and school information, identifies student needs and areas for improvement, as well as participates in the creation/revision of the Single Plan for Student Achievement (SPSA). The SPSA is the school's plan for activities that are implemented to improve the school and student achievement. The plan outlines the specific activities and the funding.

The School Site Council reviews the Comprehensive School Safety Plan as it pertains to procedures for Safe Ingress and Egress, Safe and Orderly Learning Environment Procedures, Standard Emergency Management, and Immediate Response Actions.

School Connected Organizations (SCO) - these include booster programs for various co-curricular activities. 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.2	4.7	2.2	4.3	3.3	2.6	7.8	8.2	8.9
Graduation Rate	95.1	94.7	96.6	92.8	94.8	93.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	582	562	96.6
Female	280	270	96.4
Male	301	291	96.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	233	219	94.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	24	23	95.8
White	304	300	98.7
English Learners	64	52	81.3
Foster Youth	--	--	--
Homeless	23	20	87.0
Socioeconomically Disadvantaged	311	291	93.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	69	64	92.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2280	2252	321	14.3
Female	1087	1075	175	16.3
Male	1192	1176	146	12.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	42	3	7.1
Black or African American	16	16	6	37.5
Filipino	14	14	0	0.0
Hispanic or Latino	856	842	137	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	130	128	13	10.2
White	1205	1194	160	13.4
English Learners	201	194	50	25.8
Foster Youth	--	--	--	--
Homeless	79	73	16	21.9
Socioeconomically Disadvantaged	1043	1028	181	17.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	263	258	51	19.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.36	3.98	3.03	2.87	3.36	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.04	0	0.04	0.05	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.03	0.00
Female	2.39	0.00
Male	3.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.65	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.31	0.00
White	2.32	0.00
English Learners	6.97	0.00
Foster Youth	0.00	0.00
Homeless	5.06	0.00
Socioeconomically Disadvantaged	4.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.46	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

California State Education Code requires schools to review and update the Comprehensive School Safety Plan at least once each year. These plans are submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are reviewed at the beginning of the school year, evaluated and revised December through January, then

2024-25 School Safety Plan

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.

The approach to safety at NHHS is comprised of two parts: reactive and preventative.

Our reactive procedures include monitoring and review of emergency procedures, staff training on crisis response, and the use of the Centegix alert system in concert with the Standard Response Protocol. Every semester all students and school personnel participate in a series of drills (fire, earthquake, evacuation, lockdown, secure, hold, and shelter) to educate and emphasize the importance of being prepared and responding in a safe and efficient manner. Newport Harbor High School runs a minimum of 10 drills per year: 4 lockdown drills, 4 secure drills, and 2 duck/cover & fire evacuation drills. Following each drill (and after most real emergencies when these procedures are used) teachers and students are asked for feedback so that we have the very best, real-world information for assessing, adjusting, and upgrading our campus safety measures. The school also has an on-call School Resource Officer through the Newport Beach Police Department as a liaison.

On the preventative side, NHHS uses campus supervision and the WeTip system to identify and address problems before they become emergencies. Students, we have found, are just as interested in keeping the campus safe and free from danger as the staff, and that relationship provides for honest, open, and frequent communication about issues to be addressed.

The emergency procedures are updated each year and discussed with school staff in August, and reviewed with them after each drill at the subsequent staff meeting that follows each drill. The 2024-2025 School Safety Plan was approved by the School Site Council on January 11, 2024 and approved by the Local Board of Education on February 13, 2024. The plan was last updated and reviewed with faculty August 12, 2024.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	36	60	3
Mathematics	26	22	59	2
Science	26	19	52	2
Social Science	26	18	53	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	28	63	4
Mathematics	23	36	42	6
Science	26	18	53	2
Social Science	25	17	56	5

2023-24 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	382.24

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	3.2
Social Worker	.11
Nurse	.9
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$11,614	\$2,480	\$9,133	\$105,609
District	N/A	N/A	\$10,483	\$109,509
Percent Difference - School Site and District	N/A	N/A	-8.2	-3.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-16.5	7.7

Fiscal Year 2023-24 Types of Services Funded

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

- 504 Coordinator
- Access to Technology- Chromebooks 1:1
- Advanced Placement and College Testing Prep Software
- AVID Program
- Care Solace Referral
- Career Specialist (ROP)
- Counseling (Academic, Career, Social-Emotional)
- College and Military Visits
- College and Career Information Nights
- College Testing during School Day
- College Test Prep Software
- Credit Recovery Courses/Edgenuity
- Dual Enrollment Courses
- Financial Aid (FAFSA and CADAA Assistance)
- Hazel Health Referral Service
- International Baccalaureate Diploma Program
- Career Mentor Program
- 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)
- School Social Worker
- Special Education
- SSD Coordinator
- Student/Family Primary Language Support
- Supplemental instructional material, books, and software in mathematics, reading/language arts, science, and social science
- Translation for Home-School Communication
- Transition Services (STEP) and Workability
- Turning Point Counseling
- Tutoring (Before and After-School)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$59,754	\$59,551
Mid-Range Teacher Salary	\$102,690	\$93,855
Highest Teacher Salary	\$143,242	\$120,219
Average Principal Salary (Elementary)	\$164,114	\$151,525
Average Principal Salary (Middle)	\$177,460	\$158,215
Average Principal Salary (High)	\$192,390	\$171,087
Superintendent Salary	\$376,300	\$300,043
Percent of Budget for Teacher Salaries	26.98	31
Percent of Budget for Administrative Salaries	5.07	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	37.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	12
Fine and Performing Arts	5
Foreign Language	1
Mathematics	6
Science	10
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

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

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4
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