

About us: Newport Harbor High School

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Newport Harbor High	District Name	Newport-Mesa Unified
Street	600 Irvine Ave.	Phone Number	714-424-5000
City, State, Zip	Newport Beach, CA 92663	Web Site	www.nmusd.us
Phone Number	949-515-6300	Superintendent	Dr. Jeffrey Hubbard
Principal	Michael Vossen	E-mail Address	webmaster@nmusd.us
E-mail Address	mvossen@nmusd.us	---	---

School Description and Mission Statement

Newport Harbor High School (NHHS), founded in 1930, is proud of its rich tradition as an outstanding school, confirmed by its recent designations as a California Distinguished School and a National Blue Ribbon 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 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.

Vision Statement: The primary goal of Newport Harbor High School is to involve faculty, students, parents, and the community in a continuing effort to develop skills and attitudes needed to act responsibly in a constantly changing world. Such skills and attitudes shall include: enabling students to develop critical thinking skills, foster a lifelong interest in learning, and developing the ideals of integrity, honesty, and social consciousness. The school community will encourage and assist each student to develop to his/her greatest emotional, social, physical, and intellectual capabilities. The Newport Harbor High School faculty and staff will encourage each student to become a positive, contributing member of his/her family, school, community and country.

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. Our PTA host the Heritage Run every October, which encourages parents, students, and community members to run in the event to raise money for various programs at Newport Harbor High School.
- **Navigators:** This is a father's group who are devoted to improving the physical appearance of our campus and chairing the Facilities Committee. The Navigators host

monthly meetings and organize two Harbor Pride Days where parents and students work together to beautify the campus.

- **Newport Harbor Educational Foundation:** This is the main fundraising organization of Harbor High and serves the school by hosting a variety of fundraising activities, i.e. Locals Only, Home Tour, Grandparents Day, and the Annual Benefit Auction.

Parents of Newport Harbor High School serve on many committees. Our **School Site Council** meets quarterly to discuss budget allocations, instructional programs, and approve the Safe School Plan. The **Facilities Committee** meets monthly to discuss campus beautification and facility improvement. The **Student Conduct Committee** meets monthly to discuss revisions to our student discipline policy. The **Smaller Learning Communities** each have Parent Advisory Boards that meets twice a year. The **Site Technology Committee** has parents who serve on the committee to help advise on the site's technology plan. Several Booster Clubs help support the various sports and co-curricular programs. 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.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students 06-07
Grade 9	650
Grade 10	606
Grade 11	627
Grade 12	512
Ungraded Secondary	45
Total Enrollment	2438

Student Enrollment by Group: 06-07

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.8	White (not Hispanic)	68.6
American Indian or Alaska Native	0.5	Multiple or No Response	0.1
Asian	1.9	Socioeconomically Disadvantaged	21.7
Filipino	0.5	English Learners	10.8
Hispanic or Latino	27.3	Students with Disabilities	4.6
Pacific Islander	0.3	---	---

II. School Climate

School Safety Plan

Newport Harbor High School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed, by the School Site Council which serves as our School Safety Committee. 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 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 our 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 & 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.

Student Conduct

Newport Harbor High School is proud of the positive learning environment that is evident on our campus. We are fortunate to have a qualified and professional teaching staff that maintains this positive climate on a daily basis. Outstanding student achievement is recognized through Student of the Quarter Awards and Breakfasts, Pep Rallies to honor student athletics, and Academic Awards Assemblies. The majority of our students are involved in extra-curricular activities and athletics, which contributes greatly to the positive spirit of our campus.

Student disciplinary problems are dealt with swiftly, according to our school wide discipline policy. A hierarchy of discipline consequences has been established by both teachers and administration. The concept of progressive discipline is based on the premise that misbehavior will not be tolerated and will be dealt with firmly, fairly, and consistently, to the extent necessary to ensure a safe and positive school environment. Disciplinary action taken will be progressive and accelerated for students who continue to violate school policies. Placement on the hierarchy of discipline consequences is determined by the individual infraction. Level 1 – Detention; Level 2 – Saturday School; Level 3 – Suspension; Level 4 – Behavior Contract/Parent Conference; Level 5 – Suspension/Possible Administrative Transfer with Parent Conference.

A demerit system has also been implemented to help create and maintain a positive learning environment. Students are given demerits if he/she fails to attend a Saturday school without providing an excuse, when he/she has been suspended, or when he/she has accrued either 8 unexcused tardies or cuts. Demerits can result in the loss of privileges including not attending dances, off-campus lunch privilege revoked and a possible administrative transfer.

Effective learning will not take place without an effective program of discipline. An effective program holds the student responsible for his/her actions and protects the educational climate of the school. Newport Harbor High School is committed to providing a learning environment that allows for the productive interaction of teachers and students in a safe, non-threatening environment. It is our wish that students will develop the desirable qualities of self-discipline, commitment, and cooperation and assist the school in promoting and maintaining acceptable social and moral standards of conduct.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent four-year period.

Rate	School				District			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Suspensions	31.2	8.5	9.8	7.6	23.6	16.6	13.9	8.0
Expulsions	0.5	0.8	0.9	0.2	0.1	0.6	0.7	.3

NHHS Suspension Comparative Data

The following table displays the number of suspend-able incidents at the school for the most recent three-year period

Cause for Suspension	2005-2006	2006-2007	2007-2008
Mutual Combat	45	29	
Assault/Battery	17	28	
Knife or Dangerous Object	3	5	
Use, possession, or under the influence of controlled substance	27	39	
Sold controlled substance	0	0	
Damage to school property	3	9	
Stolen school or private property	13	11	
Possession or use of tobacco	6	0	
Obscene act or profanity	13	14	
Drug paraphernalia	5	3	
Defiance of authority/Disrupting school activities	73	45	
Sexual harassment	6	0	
Harassment/Intimidation	7	1	
Terrorist threats	0	1	
Aiding and Abetting	0	0	

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Drug & Alcohol Offenses By Grade Level

Grade Level	2005-2006	2006-2007	2007-2008*
9th Grade	2	7	17
10th Grade	16	19	12
11th Grade	12	11	2
12th Grade	8	8	5

* Through 2/4/08

III. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School				District
	2003-04	2004-05	2005-06	2006-07	2006-07
With Full Credential	90	95	96	92	1078
Without Full Credential	1	0	0	1	4
Teaching Outside Subject Area of Competence					----

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Under the district's standards-based teacher evaluation system, teacher performance is evaluated against the California Standards for the teaching Profession. Teachers submit instructional plans annually and review them in conference with their supervising administrator. Supervising administrators conduct two formal and several informal classroom observations of all temporary and probationary teachers, plus half of all permanent teachers, annually. Teachers who undergo classroom observations meet several times with their supervising administrator to review their progress in relation to the Standards. A narrative evaluation is provided to teachers in the spring of each school year.

The principal and three assistant principals conduct teacher evaluations. The principal evaluates the assistant principals. The Director of Secondary Education for the district evaluates the principal.

IV. Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School
Academic Counselors	6
Librarian	1
Library Media Services Staff (paraprofessional)	1
Psychologist	1.5
Security Personnel	3
Nurse	1
Speech/Language/Hearing Specialist	.5
School Resource Officer	1
Total Classified staff	55

V. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The Newport-Mesa Unified School District follows the State's curriculum cycle to adopt updated,

high quality textbooks and related materials. Students are provided with an adequate supply of Board-approved textbooks 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 the District and State content standards. Individual schools also support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is currently available in the library/media center and in all classrooms. Teachers and administrators have been trained in using the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into instruction and curriculum.

VI. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Four-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School				District				State			
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
English-Language Arts	52	56	56	59	43	51	53	55	36	40	42	43
Mathematics	33	31	33	35	39	44	47	49	34	38	40	40
Science	55	43	39	46	43	38	48	45	25	27	35	31
History-Social Science	41	51	51	49	39	46	46	45	29	32	33	33

CST Results for Each Subject Area -- Four-Year Comparison

The following table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for each subject area.

Newport Harbor High School 4 Year CST Subject Analysis % of Students Proficient & Advanced				
Subject	School			
	2004	2005	2006	2007
English-Language Arts				
ELA 9th	57	60	61	68
ELA 10th	48	55	54	55
ELA 11th	50	52	52	54
Mathematics				
Algebra I 9th	37	39	31	35

Algebra I 10th	14	5	4	8
Algebra I 11th	19	2	3	0
Geometry 9th	71	66	77	68
Geometry 10th	24	37	34	22
Geometry 11th	10	12	7	3
Algebra 2 9th	79	94	85	87
Algebra 2 10th	37	47	48	52
Algebra 2 11th	8	16	21	23
Summative Math 9-11	46	51	63	72
Science				
Integrated Sci I 9th		14	13	19
Integrated Sci I 10th			0	3
Integrated Sci I 11th			12	2
Biology 9th	75	76	82	82
Biology 10th	56	54	54	48
Biology 11th	83	58	49	48
Chemistry 10th	66	57	75	75
Chemistry 11	39	32	36	46
Physics 11th	45	75	74	90
NCLB Science 10th	N/A	N/A	50	52
History-Social Science				
Wld Geog/His 10th	35	48	48	46
US History 11th	49	55	54	53

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
9	32.8

VII. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06	2006-07
Statewide	8	8	9	Not out yet
Similar Schools	4	4	6	

API Changes by Student Group -- Four Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	2003-2004	2004-2005	2005-2006	2006-2007
	API Score	API Score	API Score	API Score
All Students at the School	726	766	784	782
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	579	641	682	673
Pacific Islander				
White (not Hispanic)	774	807	821	826
Socioeconomically Disadvantaged	580	638	666	676
English Learners	N/A	N/A	625	607
Students with Disabilities	N/A	N/A	581	519

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

VIII. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	03-04	04-05	05-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.5	0.5	1.9	0.4	0.6	1.5	3.3	3.1	3.5
Graduation Rate	95.5	97.5	89.8	95.9	97.4	92.6	85.3	84.9	83.3

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Newport Harbor's faculty and staff are fully committed to providing a quality education for all students. To prepare for the increasingly competitive and technological world of the 21st century, students are challenged with a highly academic, demanding, diverse and relevant curriculum closely aligned with the Expected Schoolwide Learning Results (ESLRs). The curriculum encourages a diversity of teaching methods and assessments, with heavy emphasis on project-based instruction, multimedia presentations, and collaborative learning activities.

Newport Harbor's rigorous course offerings, community service program graduation requirements and integration of technology across the curriculum prepare graduates for life after high school. While counselors encourage students to follow the UC/CSU study pathways, a good education includes more than enrolling in college preparatory courses. The completion of 40 hours of community service has been a campus graduation requirement for several years. The lessons learned by giving to others open students' eyes to the wide range of needs in the community. Upwards of 15,000 hours of community service are completed annually.

Students are prepared for today's competitive economy and challenging college experiences through assignments that incorporate technology and the development of a wide range of computer skills. Newport Harbor's affiliation with community partners provides students numerous opportunities to observe and evaluate career possibilities first-hand. Junior year mentor experiences allow school-to-career exposure. The Campus Career Center and software plus assorted business, ROP, industrial and home arts courses enable students to identify personal skills and interests. Perhaps the most important skill to carry beyond high school is the ability to work well with others. To foster this, considerable emphasis is placed on group work through group projects, in-class discussions and small group tests.

Advanced Placement Courses

AP is a program of college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. Most of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both for qualifying AP exams.

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses 2006-2007	Number of AP Courses 2007-2008
Computer Science		1
English	2	2
Fine and Performing Arts	1	
Foreign Language	3	2
Mathematics	3	2
Science	3	4
Social Science	4	6
All courses	16	17

2006-2007 AP Exam Results

This table reflects the number of students who took each test and the number and percent of students who passed. Every examination receives an overall grade on a five-point scale: 5 = Extremely Well Qualified; 4 = Well Qualified; 3 = Qualified; 2 = Possibly Qualified; 1 = No recommendation. A score of 3 or higher enables students the opportunity to receive advanced placement and/or college credit. Exams are given in May of each year.

Course	2006-2007		
	Number Of Test-takers	Scores of 3 or better	% of tests with a 3 or better score
Math			
Calculus AB	66	55	83%
Calculus BC	8	8	100%
Statistics	42	35	83%
Science			
Biology	44	31	70%
Chemistry	41	34	83%
Computer Science A			
Environmental Sci.			
Physics B			
Physics C/Mech.	39	32	82%
English			
English Language	140	116	83%
English Literature	116	89	77%
Social Science			
American History	96	62	65%
Am. Gov't/Politics	108	80	74%
Art History			
Economics-Micro			
Economics-Macro			
European History	62	51	82%
Psychology			
World History	65	30	46%
Foreign Languages			
French Language	3	1	33%
Spanish Language	76	26	34%
Spanish Literature			
Latin Literature	6	0	0%
Latin Vergil			
Music			

Music Theory			
Art			
Studio Art: Drawing	2	2	100%
Total Exams	914	652	
Total Students	482		
Total % Passing			71%

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006	2007
Percent of Grade 12 Students Taking the Test	58.3	60.3	62.5	60.3
Average Verbal Score	526	520	518	524
Average Math Score	542	543	531	543
Average Writing Score	---	---	523	529

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

School Instruction

Newport Harbor's smaller learning communities/academies, after school and evening tutoring programs, AVID program and mentoring opportunities all contribute to a positive learning environment.

Smaller Learning Communities:

All students who enter Newport Harbor work to complete a strong and rigorous foundation of required courses in science, English, mathematics, foreign language, art and physical education, among other subjects. Newport Harbor is one of a small number of public high schools offering entering freshmen the opportunity to enroll in a specialized smaller learning community that immerses students in areas of potential future interest.

DaVinci (Math and Science): Students with a strong interest in science and math can pursue those interests through the DaVinci Academy, which provides an outstanding curriculum that focuses on life, physical and earth/space sciences, all eight strands of math and four levels of English and social studies, all enhanced by field trips, lab studies and mentoring.

Franklin (Communications and Technology): Students with an interest in computer science, accounting, technology and communications can pursue these interests in the Franklin Academy,

which provides an integrated curriculum incorporating technology in business, social science, English and foreign language, plus Web site design, technology applications in business and finance, and training in the use of the latest software.

Magellan (Global Studies): The Magellan Smaller Learning Community offers a special curriculum for students interested in international culture, political consciousness and active citizenship. The program features course work on the similarities and differences among people of the global community, exposure to cultural archetypes, myths and legends of American society, and the study of democratic principles and pluralistic values.

Rembrandt (Visual & Performing Arts): The Rembrandt is a smaller learning community that emphasizes creative thinking and expression. A sense of camaraderie is developed through shared common core classes that provide an interdisciplinary education highlighted by a variety of special projects. Students will explore either a combination of visual and performing arts or a specific art for a full four years. Students have access to honors and advanced placement classes in all disciplines. Through guest speakers, college presentations, and general instruction, Legacy provides information on possible career pathways.

Advancement Via Individual Determination (AVID): Each year 200 students with an interest in attending college and who need supplemental educational assistance receive special coaching and mentoring from the faculty, helping them realize the dream of continuing their education past high school. AVID students are encouraged to take honors courses, join clubs and sports teams, practice for college admissions tests, and tour college campuses.

Academic Intervention Program: Research has shown that changes in the organizational structure of schools alone cannot improve learning. Structural changes coupled with a focus from teaching to learning with teachers focusing on each individual student's learning needs will improve learning. Through data gathering, data analyzing, an individual student focus, and personalizing the educational experience for students, Harbor has created an academic intervention program to meet the needs of all students. At the end of each year, incoming 8th grade students and current 9th grade students who are in need of additional academic support are identified for placement into a mandatory Tutor Corp. class the following year. The class becomes a part of the students' schedule and focuses on 1. Developing a positive attitude towards learning, which will lead to an increase in desire, effort and success; 2. Becoming better self-learners by focusing on organization, time-management, note-taking, reading comprehension, writing, test-taking and critical thinking skills; 3. Being able to identify their own decision-making patterns and skills and problem solving techniques and evaluate their effectiveness; and 4. Being able to identify their strengths and, in doing so, raise their self-esteem. UCI tutors and senior student tutors are scheduled into the tutor corp. classes to aid students in their studies. Curriculum focuses on the types of academic strategies that will enable all students to become successful in their academic classes.

Mentoring: A variety of mentoring programs are currently offered on campus. DaVinci juniors are paired with a mentor for the year. The experience begins with a full day of job shadowing followed by monthly meetings with both the student and their mentor. Juniors who are not in DaVinci are required to attend the Mentor Monday Program. Mentors and students are assigned to a pre-arranged Career Cluster and meet during a series of Mondays. The mentors are able to give students a broad vision of their professional field. Mentors are encouraged to meet one-on-one with students who demonstrate a keen interest in the profession. The variety of adult mentoring programs encompasses a wide range of professions including surgeons, musicians, geologists, international business managers, veterinarians and newscasters. The insight into career options that develops from this one-on-one relationship is often the highlight of a student's high school experience. A third mentoring program offered at Harbor is through the Freshman Seminar Class. Select upperclassmen are enrolled in the class and are mentors to the freshmen.

Leadership Team

Instructional leadership is the primary responsibility of the principal; however, each assistant principal has direct responsibility for supervision of a variety of curricular areas. Newport Harbor High School's principal conducts weekly meetings with the three assistant principals. Department chairpersons are the leaders for their respective departments. Department meetings are held at a minimum once a month. The Leadership Council composed of administrators, smaller learning community directors, and department chairpersons, meets monthly to make decisions which impact the quality of our instructional programs. Smaller Learning Communities meet bi-monthly to plan student activities, interdisciplinary projects and student interventions. Leadership council members include: administrators, smaller learning community directors, and department chairs. Site Council (equal numbers of students, faculty members and parents) meets on a monthly basis. These meetings offer forums for information exchange and shared decision making at Newport Harbor High. A variety of committees also exist at Harbor to discuss policies and procedures that impact the educational environment. These committees are composed of teacher leaders and administrators and include: Student Conduct Committee, Professional Development Committee, The Budget Committee, and The Site Technology Committee.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

An on-going emphasis is placed on teacher training and professional development at Newport Harbor. The site's staff development plan assesses needs and establishes goals for student learning by shifting the focus from teaching to student learning.

Individual staff development is encouraged for individuals to improve professional practice. Many teachers attend professional conferences and seminars during the summer and throughout the year. Departmental collaboration has emerged through the diagnosis of student data and curriculum planning. Departments work in partnership together during summer work days and during released days throughout the school year. Smaller Learning Communities have come together to monitor student progress and plan interdisciplinary units.

Two full days are designated annually for professional development activities designed and implemented based on site-specific needs. The 2007-08 bell schedule provides sixty minutes each Wednesday morning for teachers to hold departmental meetings and smaller learning community meetings. This allows for continuous work to provide effective teaching and learning environments for students.

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

A total of 10 minimum days are scheduled in the 2007 - 2008 school year: Back to School Night (1), Last Day before Winter Break (1), first semester finals (4), STAR Testing (3), and second semester finals (4).