



**NEWPORT HARBOR HIGH SCHOOL
ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT**

**600 Irvine Avenue
Newport Beach, California 92663**

November 2-3, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

FINAL REVISION - 28 Oct 2020

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I: Student/Community Profile Data

Include the following:

- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include an updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.

A. General History and Background

The end of World War I saw few high-school-age youngsters in the Newport Beach and Costa Mesa areas -- but there were some, most attending school in the Santa Ana and Huntington Beach communities. After a five-year battle to create a school district, the flagship high school was constructed. Newport Harbor High School first opened its doors on September 22, 1930, with only 178 students, 12 faculty, and a couple of buildings. Much has changed in the course of the history of the campus, but for over 90 years, NHHS has served the educational and social well-being of the Newport-Mesa community.

In addition to a vibrant history of academic, athletic, and performing success for decades, Newport Harbor High School has become a hub of community pride. The bell tower, which can be seen and heard from far off campus, was once a reference point for Pacific Coast sailors. Members of the community -- some with current students, some with past students, and some without kids at all -- attend and support events on campus. NHHS enjoys legacy students, some of whom are third and fourth generation attendees of the school. NHHS even boasts an on-site museum, Heritage Hall, which commemorates and documents the detailed history of the school with photos and artifacts.

In 2013, NHHS inducted its first Hall of Fame honorees: five faculty members and fifteen alumni made up the inaugural group. Each year, additional inductees have been added, serving as both ambassadors of NHHS to the world at large, and also as examples to our current and future student classes. Inductees to date include actors Anthony Zerbe, Ted McGinley, Bruce Penhall, Irene Worth; musician Tris Imboden; Olympic athletes April Ross, Misty May-Treanor, and Aaron Piersol; former Police Chiefs Roger Neth and Tom Gazsi; Justice David Thompson; TV journalist America Arias; Philanthropists James Ray, E. Gene Crain, and Jim Newkirk; and public figures such as Hollywood producer Frank Marshall, former Manzanar internee Dr. Don Miyada, and megachurch founder Greg Laurie.

B. Community & District Information

The Newport-Mesa Unified School District serves the cities of Newport Beach and Costa Mesa. While some district schools are located in and only serve the residents of one city, Newport Harbor High School, technically located in Newport Beach, serves the students and families of *both* cities.

The City of Newport Beach, located in the coastal center of Orange County, California, has an estimated permanent population of 84,534; during the summer months, however, the

population grows to more than 100,000 with over 20,000 tourists daily. Newport Beach is known for its fine residential areas, modern shopping facilities, strong business community, and quality school system. The Newport Bay area and the city's eight miles of beachline offer outstanding fishing, swimming, surfing, and aquatic sports activities.

The City of Costa Mesa encompasses 16 square miles, with a population of 113,000. Just one mile from the Pacific coast, Costa Mesa is one of California's most eclectic and vibrant cities. Costa Mesa is home to South Coast Plaza, one of the nation's largest shopping centers, and the world-renowned Segerstrom Center for the Arts and South Coast Repertory Theater. Costa Mesa is also the capital of the action sports industry, home to companies such as Hurley International, Volcom, RVCA, and Paul Frank Industries.

Newport-Mesa Unified School District, elementary and secondary combined, has an enrollment of almost 20,000 students. The district leadership includes the Board of Education (seven elected members), the Superintendent, the Executive Cabinet, sub-Cabinet positions, Department Directors, and Program Managers.

Newport Harbor High School is the top of the enrollment chain for its own "zone" within the district. Students matriculate through elementary and intermediate schools, and then to NHHS.

**NEWPORT HARBOR
HIGH SCHOOL**



ENSIGN INTERMEDIATE

(7th & 8th Grade)



Kaiser Elementary

Mariners Elementary

Newport Elementary

Newport Heights Elementary

Whittier Elementary

Newport Harbor High School also sees enrollment transfers from local private schools, from homeschooling programs, from families who have relocated from out of state, and even some who have either emigrated from other countries or been placed as exchange students (often, those from out of the country have come specifically to attend *our* campus).

In addition to Newport Harbor High School, NMUSD has five other high-school level

campuses: three comprehensive high schools (Estancia HS, 9-12; Costa Mesa M/HS, 7-12; Corona del Mar M/HS, 7-12), Early College HS (partnered with the Coastline Community Colleges), and Back Bay/Monte Vista HS (to provide an accelerated path for those who are severely credit deficient).

C. Parent/Community Organizations

No school could function without the support of its parents and its community. Newport Harbor HS would be incomplete without the generous contributions of time, financial support, and other resources from established groups and individuals.

- The Newport Harbor Educational Foundation donates approximately \$500,000 each year to support NHHS' students and faculty. Funds are directed toward a variety of needs: teacher and student technology needs, free tutoring for all students, AP and IB program support, career mentoring, counseling support, our Academic Support Coordinator and our Health Office assistant, and the AVID program are examples.
- The NHHS PTA supports the educational efforts of our teachers in the classrooms and works to increase parent involvement through communication, family events, parent education, and other special projects -- including the Reflections Art contest, the Holiday Marketplace fundraiser, and Senior Night.
- The Newport Harbor Alumni Association engages alumni and keeps them connected to the school, supports a scholarship program, maintains the campus museum, and preserves the rich heritage of their alma mater.
- The English Learner Advisory Committee (ELAC) educates parents about and advises the principal on programs and services to English Learners.
- The NH Athletic Foundation supports campus athletic programs with enhancements to the athletic trainer program, enhanced fitness facilities, concussion testing, athletic clearance resources, and programs that promote a healthy, competitive spirit among our athletes as well as support for those athletic teams without funds for their programs.

We also partner and collaborate with groups in the surrounding community:

- Project Hope Alliance serves homeless children, providing educational, psychosocial, developmental, and financial resources.
- The Regional Occupational Program provides occupational job training (and high school course credit) in a number of technical and occupational opportunities.
- Newport Beach Chamber of Commerce makes their members available to the NHHS Mentor Program and the campus DECA team, which competes regularly in business simulations.
- Orange County Human Relations, working through our campus BRIDGES program, develops and implements proactive human relations programs directed toward violence prevention, conflict mediation, and the elimination of prejudice, intolerance, and discrimination.
- Local Churches and Synagogues lend their support to our campus for facilities, by

providing safe after-school programs and opportunities for our students, and by lending expertise during troubling times.

- Many local companies and businesses are supportive of our campus by providing discounts to students and families, promoting campus activities, and working with administration and staff to keep our community safe for our students.

We cannot do this alone; and, fortunately, we don't have to.

D. School Staff

At the heart of Newport Harbor's success is its staff. From the teachers to the office assistants to the custodial crew, each activity and program is a group effort. Collaboration is a must, and our staff rises to every occasion. In keeping with our nautical theme, "all hands on deck" is a common circumstance.

The staff composition at Newport Harbor High School includes:

- 1 Principal*
- 3 Assistant Principals
- 7 Counselors
- 2 School Psychologists**
- 85 Teachers
- 11 Instructional Aides
- 2 Librarians
- 3 Campus Safety Personnel
- 12 Maintenance/Custodial Staff (day and night shifts)
- 1 Athletic Director
- 1 Athletic Trainer (joint effort with Newport Orthopedic)
- 1 School Nurse
- 1 ROP Coordinator
- 1 Workability Specialist
- 1 Health Office Assistant (funded by NHEF)
- 10 Nutrition Services Staff
- 9 Administrative Assistants (includes attendance, counseling, athletics, activities, and front offices)

* NHHS has had 12 principals in its 90 years.

**This is up from only one; in 2019, a second full-time School Psychologist was hired to assist with a growing caseload of students in need of mental health support.

The number of teachers on campus is consistent with the student enrollment, and doesn't change all that much from year to year. The 2020-21 school year brought with it a larger impact to the teaching roster; in response to the COVID-19 epidemic, a district "Cloud Campus" took four teachers from us.

E. Athletics, Arts, & Clubs

Over 80% of NHHS students are involved in one or more athletic programs, music and performing arts programs, or clubs on campus. NHHS encourages its students to be involved with more than just academics, rounding out their education to include co-curricular and social activities.

ATHLETICS:

Baseball	Boys' Golf	Girls' Tennis
Girls' Basketball	Girls' Lacrosse	Boys' Tennis
Boys' Basketball	Boys' Lacrosse	Girls' Volleyball
Cross Country/Track	Sailing	Boys' Volleyball
Cheer/Pep Squad	Girls' Soccer	Girls' Aquatics
Field Hockey	Boys' Soccer	Boys' Aquatics
Football	Softball	Wrestling
Girls' Golf	Surfing	

PERFORMING ARTS:

Drama Production	Instrumental Music
Film/Video Production	Orchestral Music
Choir	Marching Band
Dance Team	Jazz Band
Culinary	

CLUBS:

Newport Harbor High School has over 80 active campus clubs (2019-2020), representing a variety of hobbies, interests, beliefs, and advocacy efforts.

F. Vision & Mission Statement

The efforts of everyone at Newport Harbor High School have always been directed at the academic and social betterment of its students and, by extension, the community at large. The *Vision Statement* articulates the long-term goal, while the *Mission Statement* relates more to the short-term, daily goals of NHHS. Our commitment to SAILOR PRIDE represents the pillars upon which our students are lifted toward life-long achievement.

Our Mission, Vision, and Belief statements have been developed collaboratively, as have our ESLRs (Expected Statewide Learning Results). All reflect the Newport Harbor High School

shareholders' view of our educational priorities and goals. They are posted throughout our school as a reminder to all of our collective purpose.

VISION: Founded in 1930, Newport Harbor High School uses shared decision-making to create a dynamic and challenging school environment.

MISSION: Since 1930, Newport Harbor has been a beacon of education and enlightenment, serving the community as a space of understanding, respect, and acceptance. Our staff, faculty, and administration have embraced the challenges of history and work every day to address the evolving needs of the students and families we serve. True inclusion takes teamwork, and we are committed to supporting all students -- especially traditionally disadvantaged populations -- through coalition building, equal representation, policy language, and everyday practice.

WE ARE:

- | | |
|--------------------|-----------------|
| S - Scholarly | P - Persistent |
| A - Artistic | R - Respectful |
| I - Interconnected | I - Innovative |
| L - Leaders | D - Diligent |
| O - Outstanding | E - Enlightened |
| R - Responsible | |

NON DISCRIMINATION STATEMENT:

The Newport-Mesa Unified School District Board of Education is committed to equal opportunity for all individuals in education. District programs, activities, practices, and employment shall be free from discrimination, harassment, intimidation, and bullying based on race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or the perception of one or more characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the Superintendent. Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying shall immediately intervene to stop the incident when it is safe to do so.

G. Communication Platforms

Newport Harbor High School uses a variety of communication platforms to keep our students, parents, and school community up-to-date on the goings-on of our campus.

SchoolLoop is our current LMS. This platform not only provides us the opportunity to

email our staff, students, and parents through the system's internal email system, but also acts as the gradebook platform -- with daily emails sent to parents regarding student progress -- and our school's main webpage.

Our district has started the transition from SchoolLoop to **Schoology**, a new learning management system (LMS) that includes messaging (but not an email platform), compatibility with Google Classroom, and connection to Aeries, our student information system (SIS). The transition to Schoology is expected to take a full calendar year.

NHHS communicates frequently with our parents and school community members through **Blackboard**, which allows us to send messages via email, text messaging, and recorded telephone announcements. Blackboard has become a useful tool for communicating campus events and updates; in some cases, both Blackboard and SchoolLoop are used together to reach the widest possible stakeholder audience.

Titan HST (created by Titan Health & Security Technologies, Inc.) is a separate, stand-alone app used by all NMUSD schools in the event of a campus or district emergency. Developed by a former NMUSD student, Titan HST is used only to notify staff, students, and parents of an emergency on campus or in the surrounding area. The app includes broadcast announcements, instructions to follow our emergency plans, and (when needed) real-time tracking of missing individuals. The Titan HST app is tested routinely throughout the school year.

Other methods of campus communication are employed by departments and staff. **Remind 101** is a text-messaging app utilized by some teachers and counselors; **Vimeo** is the platform our student film/video program uses to host its regular TarTV broadcasts; and the Principal, the ASB program, and other campus programs host **Instagram** pages that are carefully curated and monitored by our staff. NHHS also has its own **YouTube** page.

Distance learning during the COVID-19 pandemic takes place, of course, over **Zoom**.

H. Campus Safety

Although it goes *without* a large fence surrounding the perimeter, NHHS has remained a safe campus. This is due in large part to the cooperation of the students and staff, but is also the result of safety measures put in place.

Newport Harbor has three **Campus Safety Facilitators** on staff. Often referred to as our Security Team, these three individuals patrol the perimeter of campus throughout the day, supervise student gatherings before and after school as well as during break and lunch, and lend support at sporting events, rallies, and other school-related gatherings.

In cooperation with the Newport Beach Police Department, NHHS is assigned its own **School Resource Officer**. This officer is a fully trained, uniformed member of the NBPd, and works in coordination with two other officers at other campuses. The SRO is an important resource for campus safety, advising on campus security, responding to issues on and relating to campus, and assists with student issues as is appropriate.

Two years ago, NHHS adopted the **Standard Response Protocol** from the *I Love You Guys Foundation*, a non-profit group born from the school shootings experienced across the country

in the last decade. The SRP has been fully implemented, and is tested and drilled regularly. Drills for duck-and-cover, fire and disaster evacuation, and shelter-in-place are drilled up to four times during the school year (including drills that coincide with the statewide *Great California Shake-Out* event).

I. Demographics

a. Enrollment

Despite changes in the community population, the enrollment at NHHS has remained fairly consistent over the last several years. With a graduating class each year between 500 and sometimes up to 600 graduates, NHHS continues to maintain its numbers.

ENROLLMENT BY GRADE LEVEL					
Grade Level	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9	597	630	599	579	573
10	582	569	608	585	545
11	512	538	524	580	550
12	588	480	523	513	569
Total	2279	2217	2254	2257	2237

During the COVID-19 pandemic, NMUSD introduced a “Cloud Campus” for those families who did not want to return to in-seat instruction even if state and local protocols allowed for it. Admittedly, there was some confusion over the parameters of the Cloud Campus early on, and some students moved back and forth until things were better understood. NHHS lost four teachers and as many as 200 students to the Cloud Campus at the outset; but many students, wishing to remain a part of the Newport Harbor family, returned to our campus. As a result, our numbers remain fairly consistent.

b. Ethnicity/Home Language

Newport Harbor High School boasts a racially diverse campus. While this dynamic sometimes presents challenges as social issues arise, steps are taken to insure that all voices are heard and no student group is undervalued.

ENROLLMENT BY ETHNICITY					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic	805	787	741	714	733

American Indian	6	5	3	2	3
Pacific Islander	6	3	4	4	4
Asian, non Hispanic	54	61	73	71	59
Filipino	13	11	13	16	17
African American, non Hispanic	16	15	14	16	20
White, non Hispanic	1341	1289	1356	1373	1335
Two or more races, non Hispanic	38	46	50	61	66
Total	2279	2217	2254	2257	2237

Although the ethnic populations in the surrounding communities change over time, again, the population at NHHS has remained consistent.

c. Attendance Data

Newport Harbor High School knows that being *present* for school is the foundation for a quality education. Whether that involves in-seat attendance, remote access, or asynchronous effort with regular check-ins, an engaged presence is crucial. Over the course of the last five years, NHHS has made serious headway in the area of student attendance, raising the percentages of satisfactory attendance and lowering the at-risk and chronic rates.

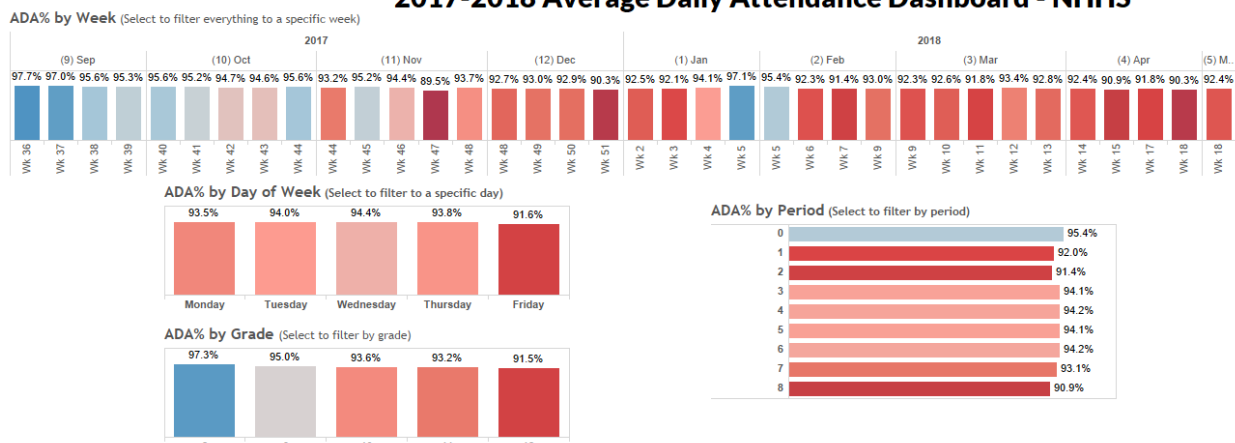
ATTENDANCE PERCENTAGES BY CATEGORY OF CONCERN					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Perfect	9.0	11.2	10.7	19.2	
Satisfactory	59.7	60.5	59.7	66.8	
At Risk	21.5	18.7	21.2	11.6	
Chronic	8.1	7.4	7.1	2.2	
Severely Chronic	1.7	2.0	1.3	0.2	

NHHS has also reduced its tardiness rate, improving from 98.1% on time (2017-18) to 99.3% (2019-20).

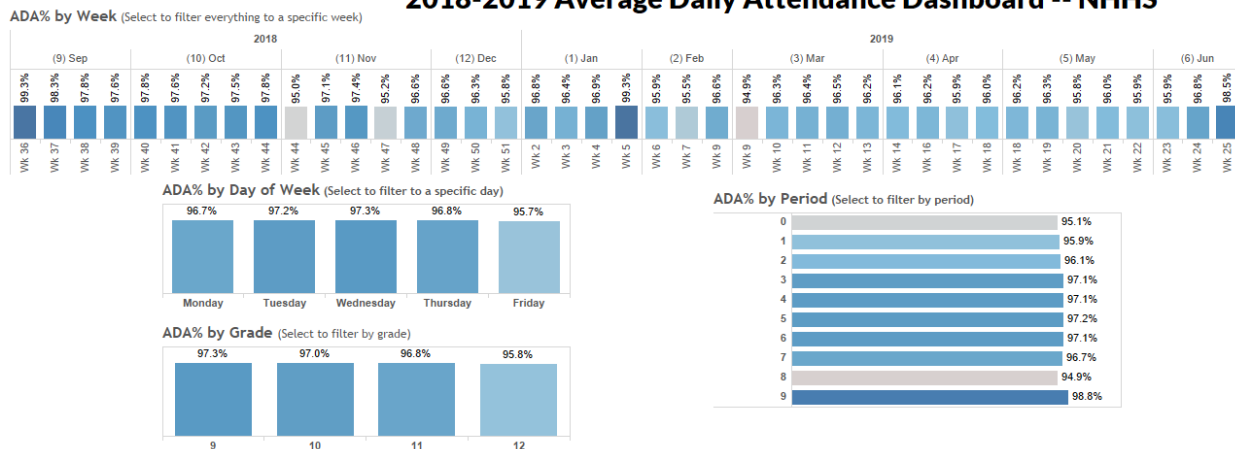
Much of the 2020-2021 attendance data will be incomparable to years prior. Although attendance has been taken in some form or another during distance learning resulting from COVID-19, the methods have varied. There was an adaptation period during Spring 2020, during which the “requirements” for proper attendance were in flux; a new model for attendance collection was introduced in the Fall 2020, using a spectrum of “engagement” levels instead of in-seat presence; and when we return to campus under a hybrid instruction plan, attendance methodology will change again to account for those on-campus versus those still learning from home.

Nonetheless, Newport Harbor High School has seen dramatic improvement in student attendance over the last three years. In 2017-2018, NHHS had the lowest attendance rate in the school district at 93.5%; in 2018-2019, we moved to the top of the district’s list at 96.8%; and in 2019-2020, we remained at the top at 97.1%.

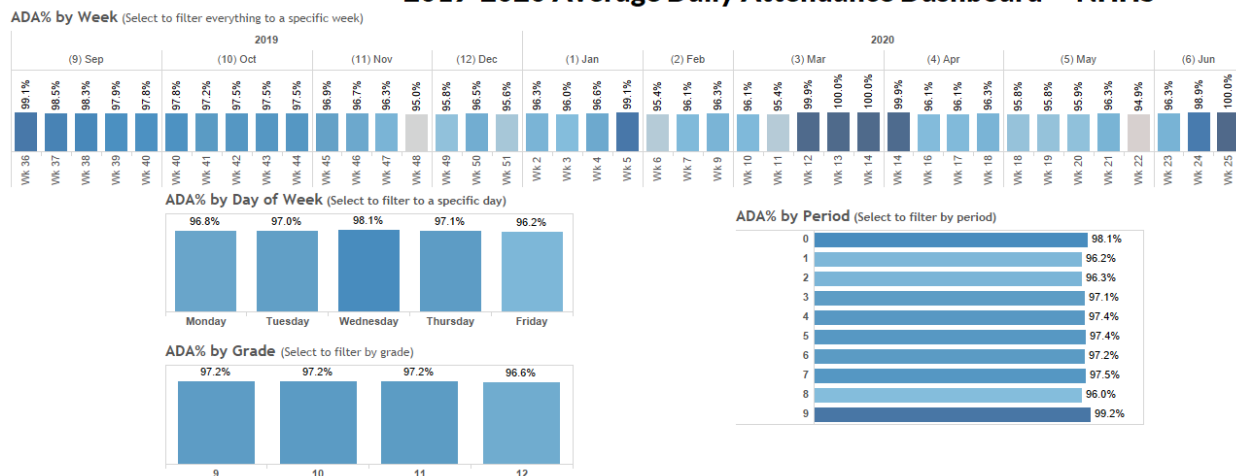
2017-2018 Average Daily Attendance Dashboard - NHHS



2018-2019 Average Daily Attendance Dashboard -- NHHS



2019-2020 Average Daily Attendance Dashboard -- NHHS



Despite the changes we’ve endured in the last several months, our commitment to student engagement has not waned. “Student engagement” is the new “attendance,” as we see it, and our goal is to continue our improvement streak both virtually and in-person.

d. Suspension Data

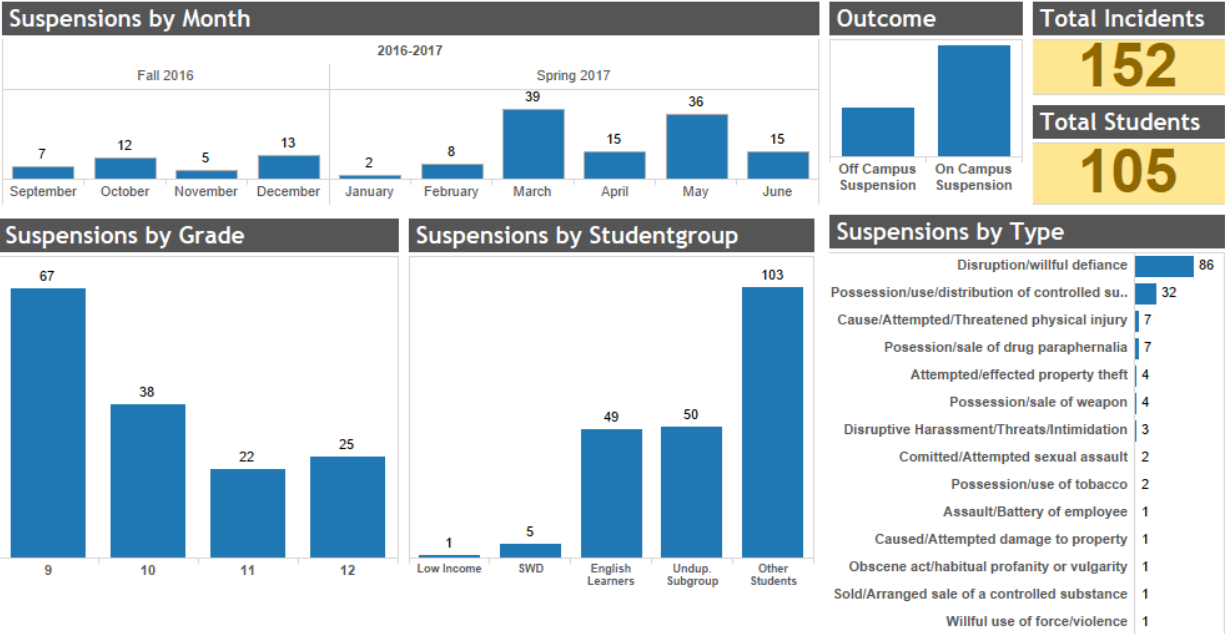
During the 2016-17 school year, NHHS piloted an “on-campus suspension” program, housing suspended students in a monitored environment on campus with access to both academic resources and behavioral support staff. As the data shows, the program was successful: more suspended students were kept on campus, allowing for greater rates of uninterrupted academic progress and a method for addressing the causes of suspension. Unfortunately, the program's funding was cut and the effort was discontinued. NHHS administration continued to keep certain suspended students on campus in the office, but in smaller numbers and with less frequency.



Newport-Mesa Unified School District | Local Control Accountability Plan

2016-2017 Suspensions

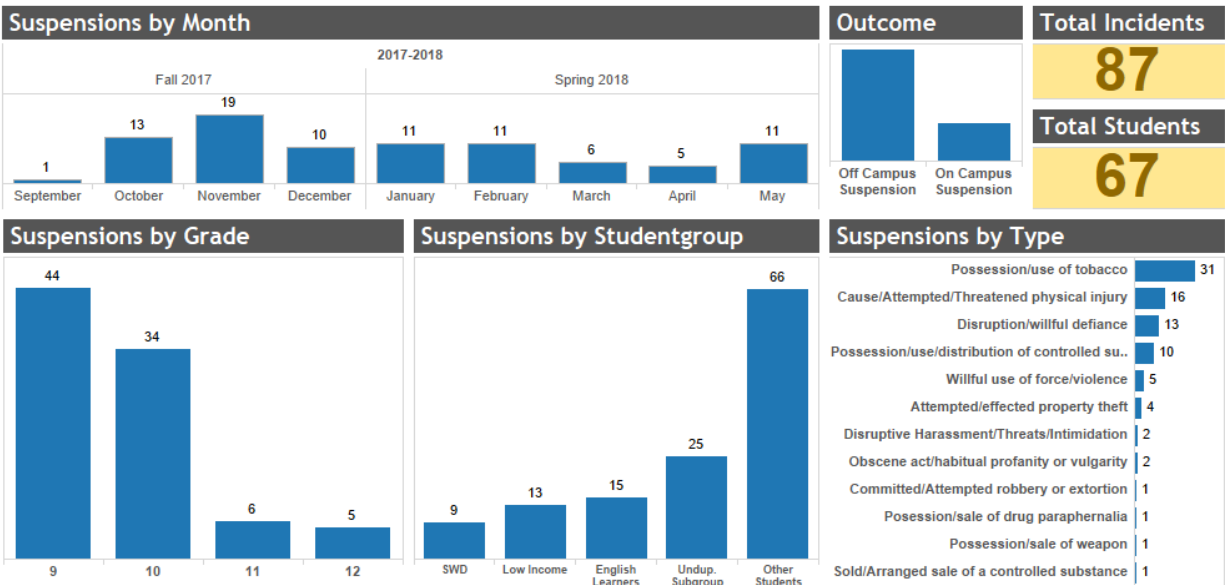
Academic Year
2016-2017



Newport-Mesa Unified School District | Local Control Accountability Plan

2017-2018 Suspensions

Academic Year
2017-2018

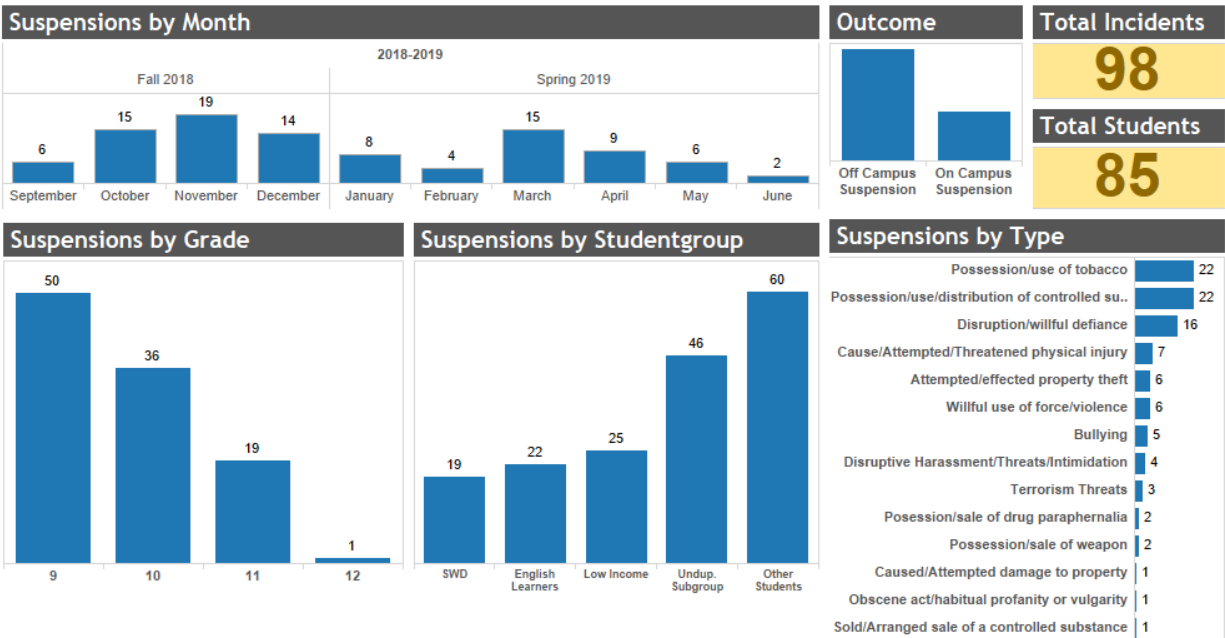




Newport-Mesa Unified School District | Local Control Accountability Plan

2018-2019 Suspensions

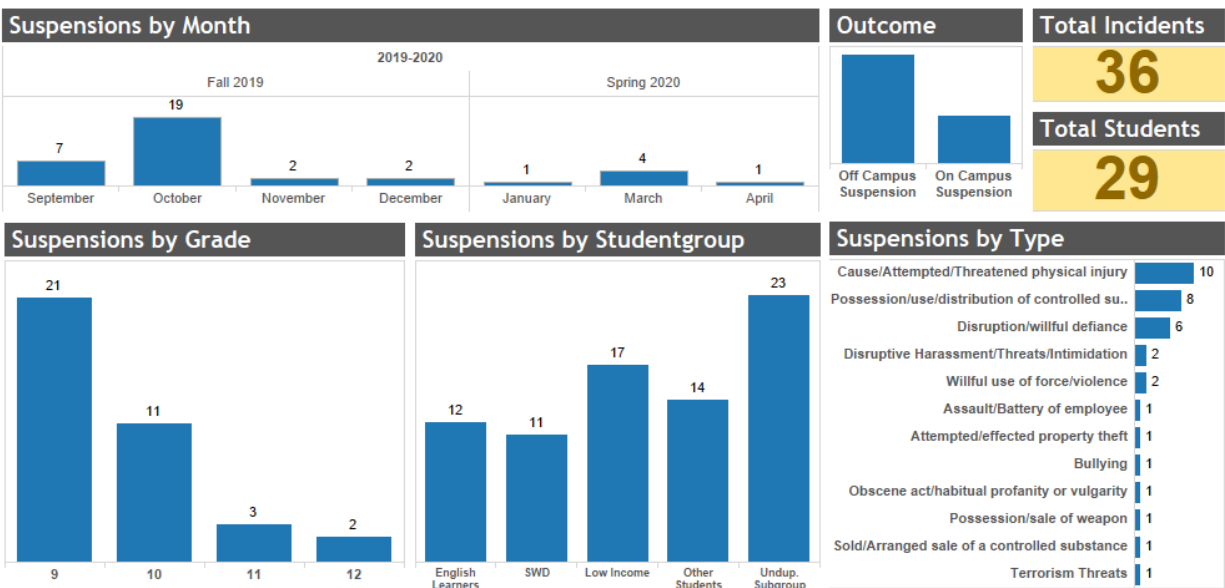
Academic Year
2018-2019



Newport-Mesa Unified School District | Local Control Accountability Plan

2019-2020 Suspensions

Academic Year
2019-2020



Using a combination of parent conferences, outside intervention resources, the Positive Behavioral Interventions and Supports (PBIS) program, and on-site behavioral support -- and remaining true to the Tiered Intervention Protocol -- we have been successful in considerably reducing our suspension rate over the last few years.

Although the 2019-2020 numbers reflect only a portion of the school year due to the COVID-19 campus closure, NHHS was well on its way to having the fewest suspension on record for the last decade. (Even if the statistics were to be prorated to account for the closure, the numbers in 2019-2020 were *significantly* lower.) Moving forward, our goal is to continue the trend of low suspension rates in favor of addressing the needs of the students who commit the offenses, recognizing that violations of school and district policy are the symptoms of larger problems to be addressed.

e. Grade Distribution/Achievement Gap

Newport Harbor High School has, for the last several years, paid close attention to the D and F rate in grading -- partially because of graduation rates and partially to redevelop curriculum, but in the last few years the focus has mostly been on addressing the achievement gap. Quite a few of the students with Ds and Fs fall into ethnic minority groups, and this achievement gap exacerbates some of the problems we have on campus with intolerance and racial tension. Leveling the academic playing field is yet another way of addressing the problem.

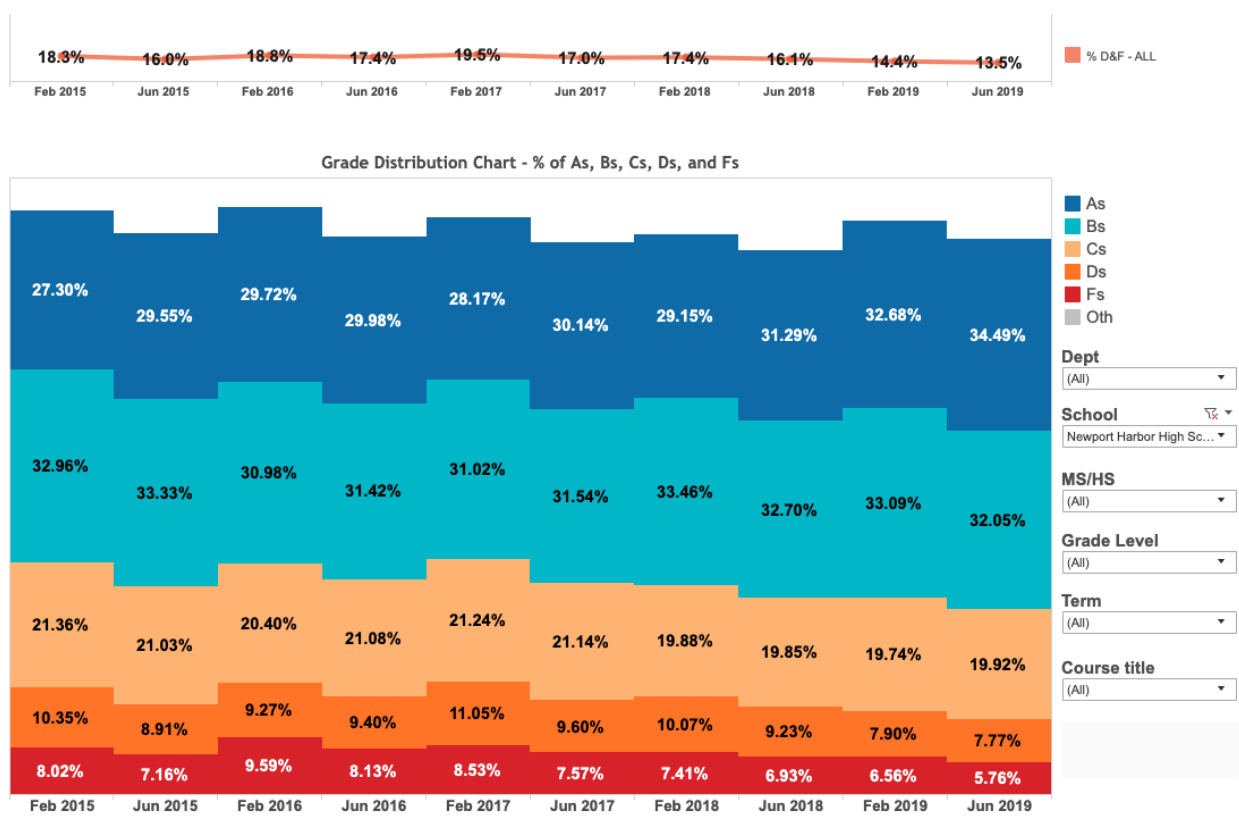
As the table below (and the collection of graphs that follow this narrative) indicate, progress was being made in some key areas, and gradual progress was ongoing.

D and F GRADE VARIANCE by YEAR			
	June 2017	June 2018	June 2019
All Levels	17.0	16.1	13.5
English 9	15.4	16.1	12.0
English 10	16.8	14.5	10.0
English 11	16.0	16.2	9.4
English 12	8.4	7.7	8.2
Math 9	18.7	20.9	17.6
Math 10-12	25.7	23.7	15.7
Social Science	15.3	15.5	15.5
Science 9	23.0	14.2	16.4
Science All	12.6	12.5	12.0

Sadly, this is where the value of the achievement gap data stream ends.

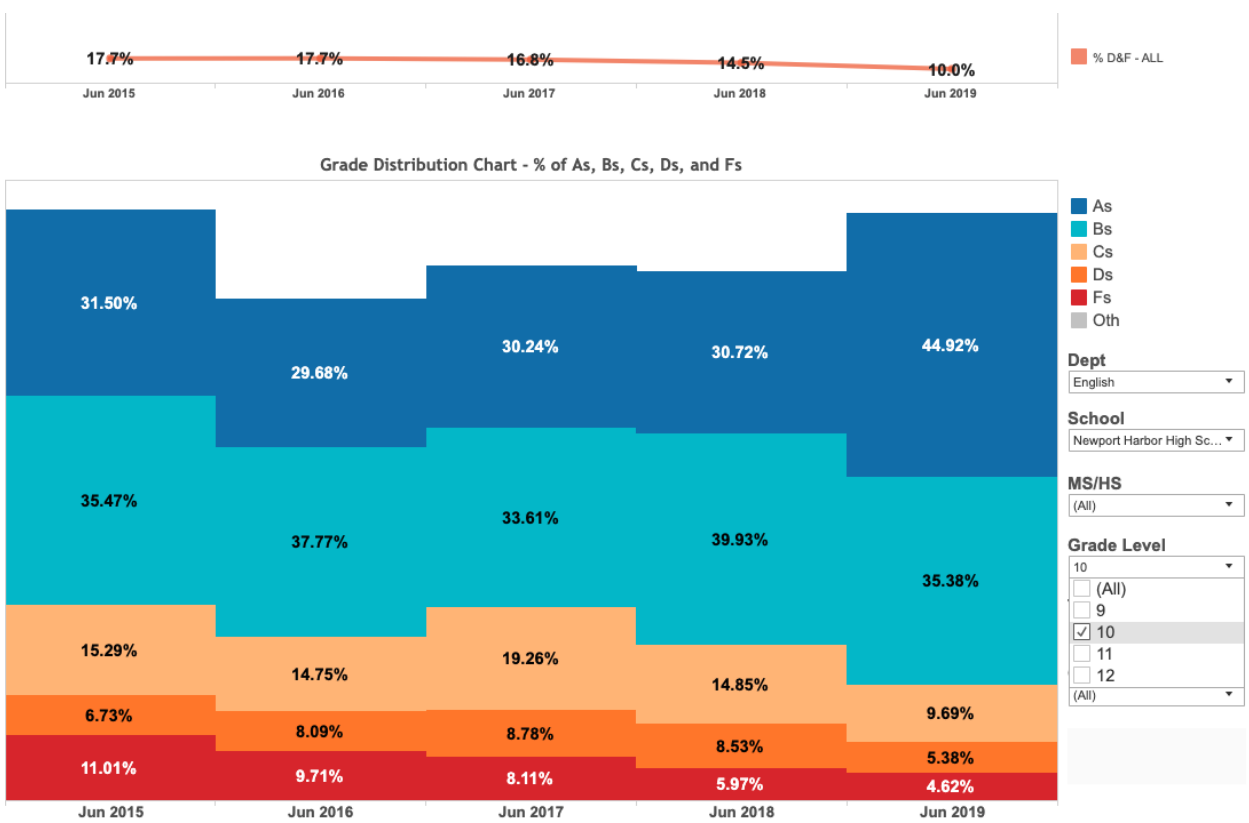
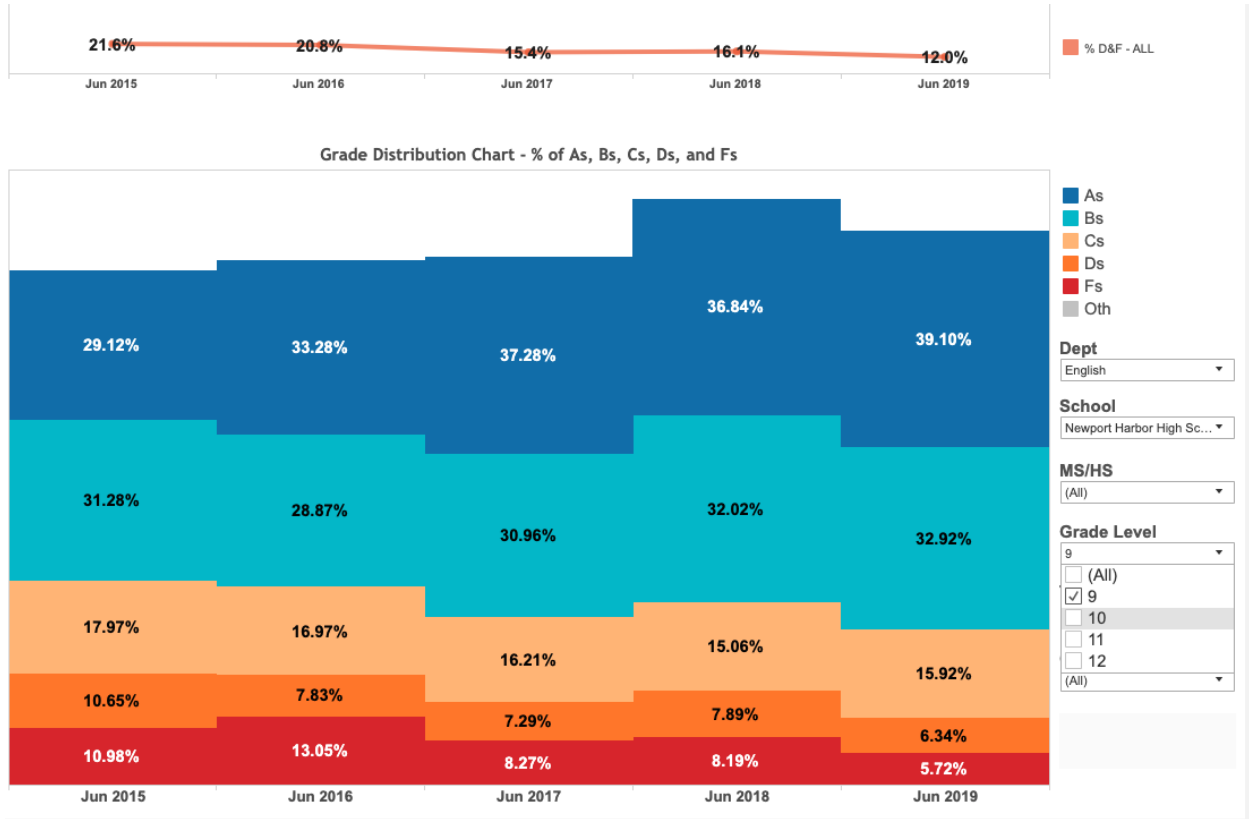
When the COVID-19 pandemic forced school closure throughout the state, the Newport-Mesa Unified School District altered the grading scale for all classes. Instead of letter grades being assigned at 10% intervals (90% for an A, 80% for a B, etc.), the scale was adjusted to 15% intervals -- meaning that a student with 50% in a class would still receive a passing grade of D. This resulted in the data for the 2019-2020 school year becoming incomparable with that of previous years. Moreover, any student with a failing grade at the end of 2019-2020 received a mark of "Incomplete," and was allowed to complete the work by October 2, 2020 -- meaning that, on paper, NO student failed a class in Spring 2020, and this made the data even more useless for comparison.

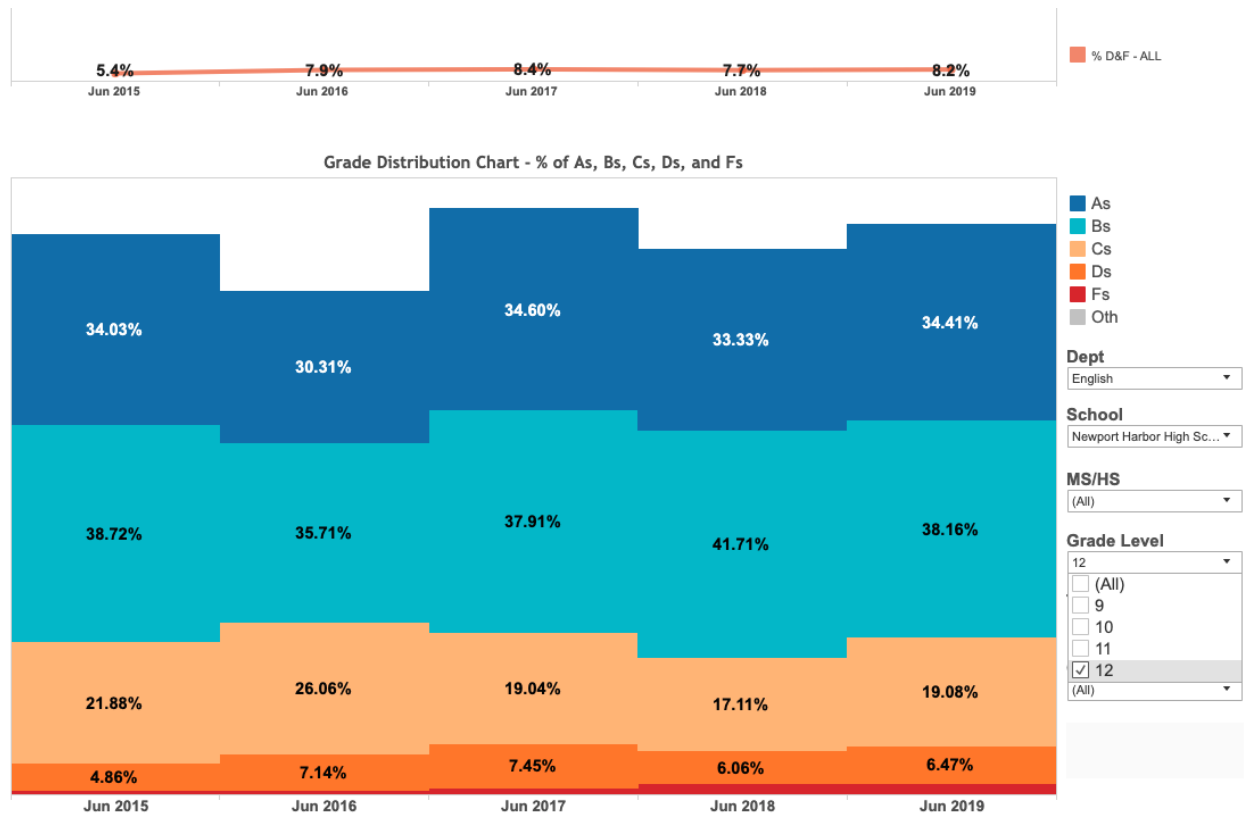
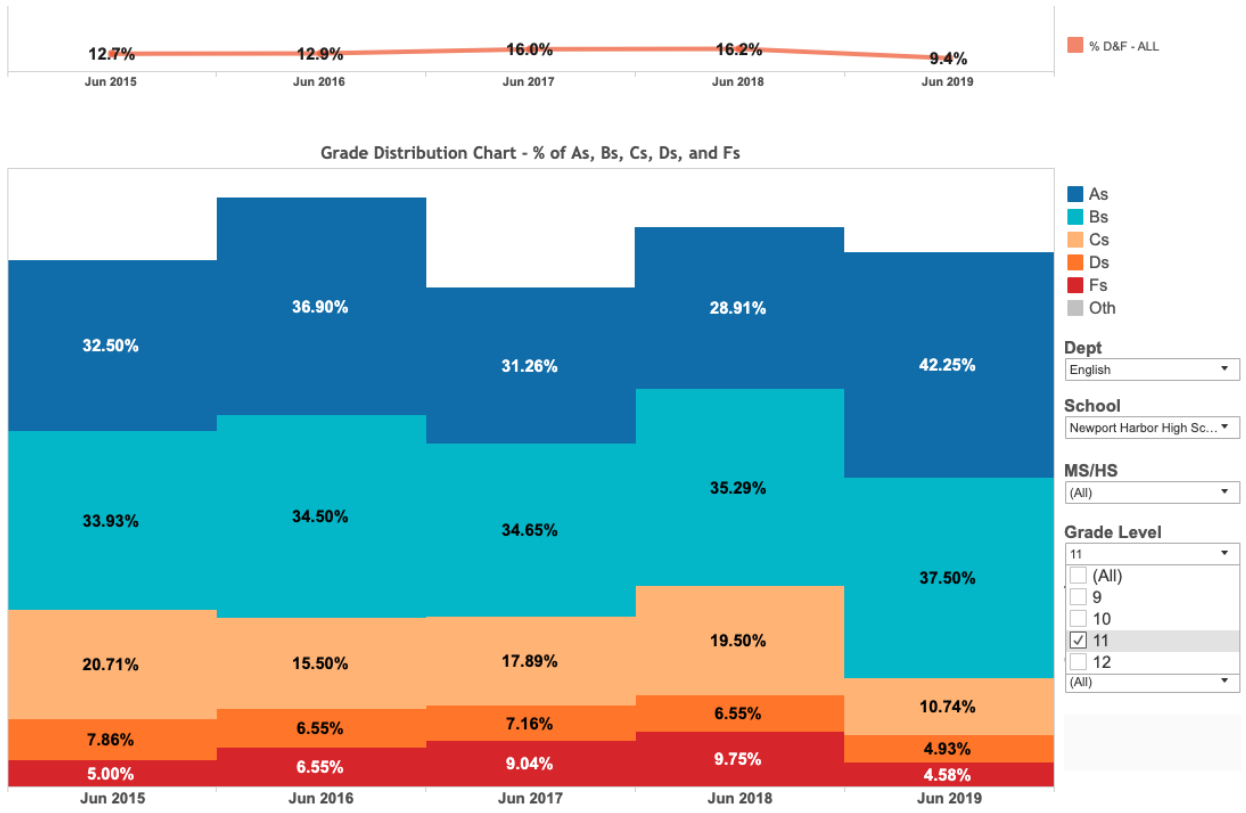
Moving into 2020-2021 and beyond, NHHS is "starting over" with grading data, as we reinvent instructional curriculum to adjust for continued distance learning and hybrid instruction. One could easily argue that comparative data will not be available until things return to "normal" for an extended period of time.



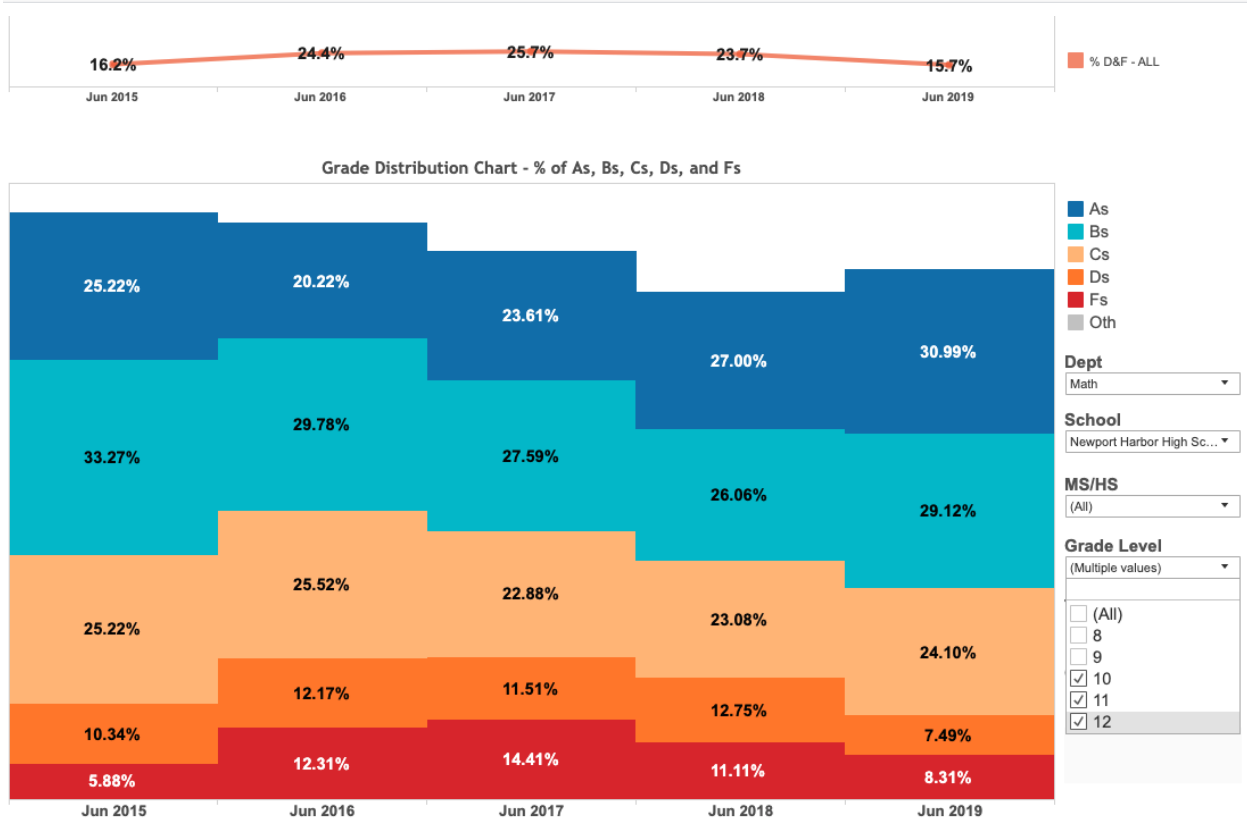
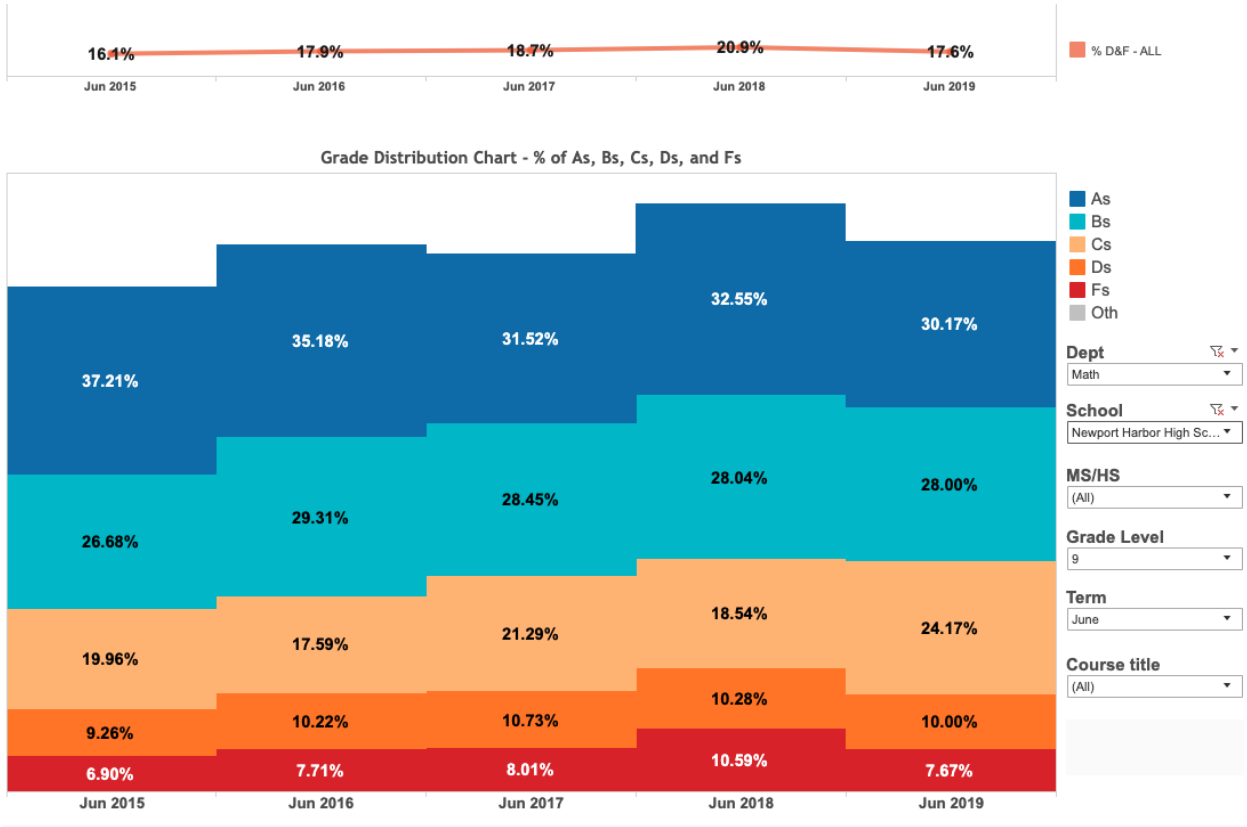
As evidenced by the above chart, NHHS’s achievement gap declined by 6% over three years (19.5% in February 2017 to 13.5% in June 2019). The charts that follow highlight the progress of individual departments and grade levels. (Each chart shown below is the updated version of a chart from the original 2018 Self Study Report.)

Newport Harbor High School ACS WASC/CDE Progress Report





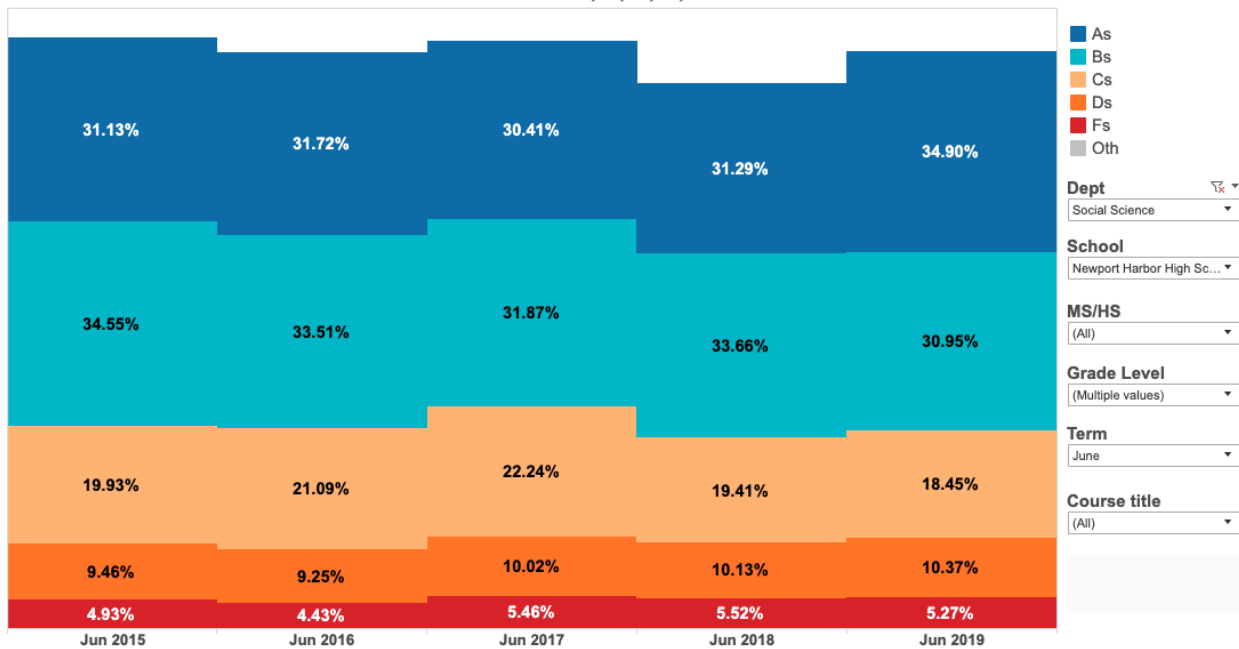
Newport Harbor High School ACS WASC/CDE Progress Report



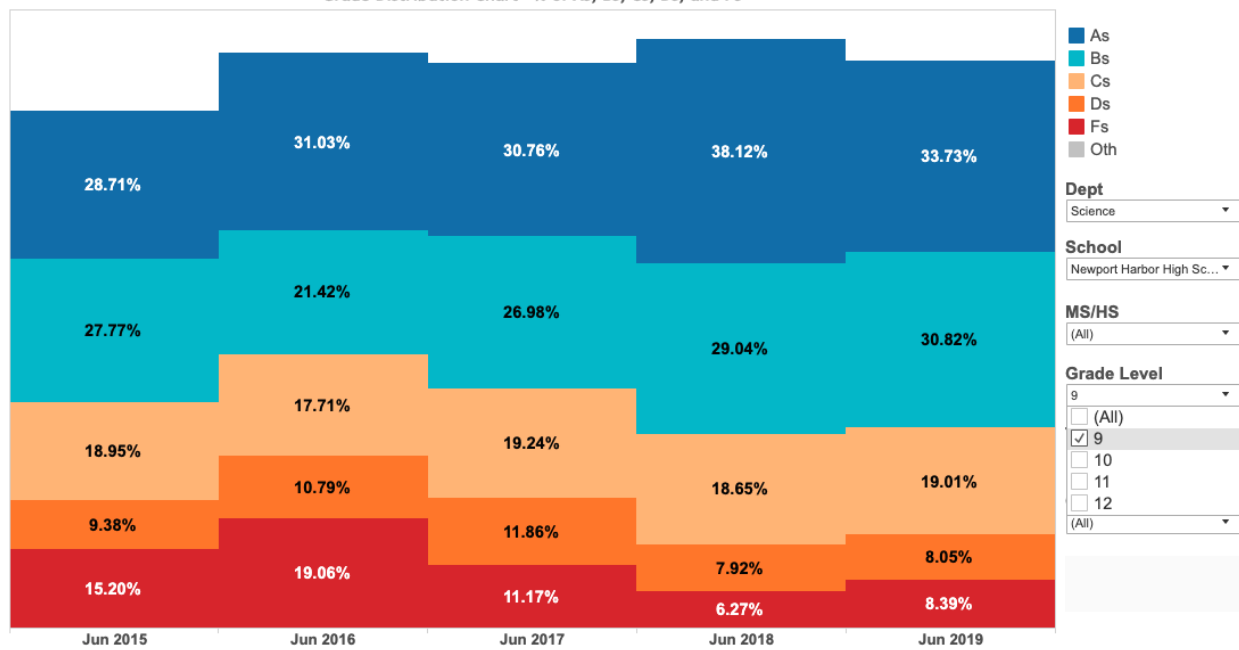
Newport Harbor High School ACS WASC/CDE Progress Report

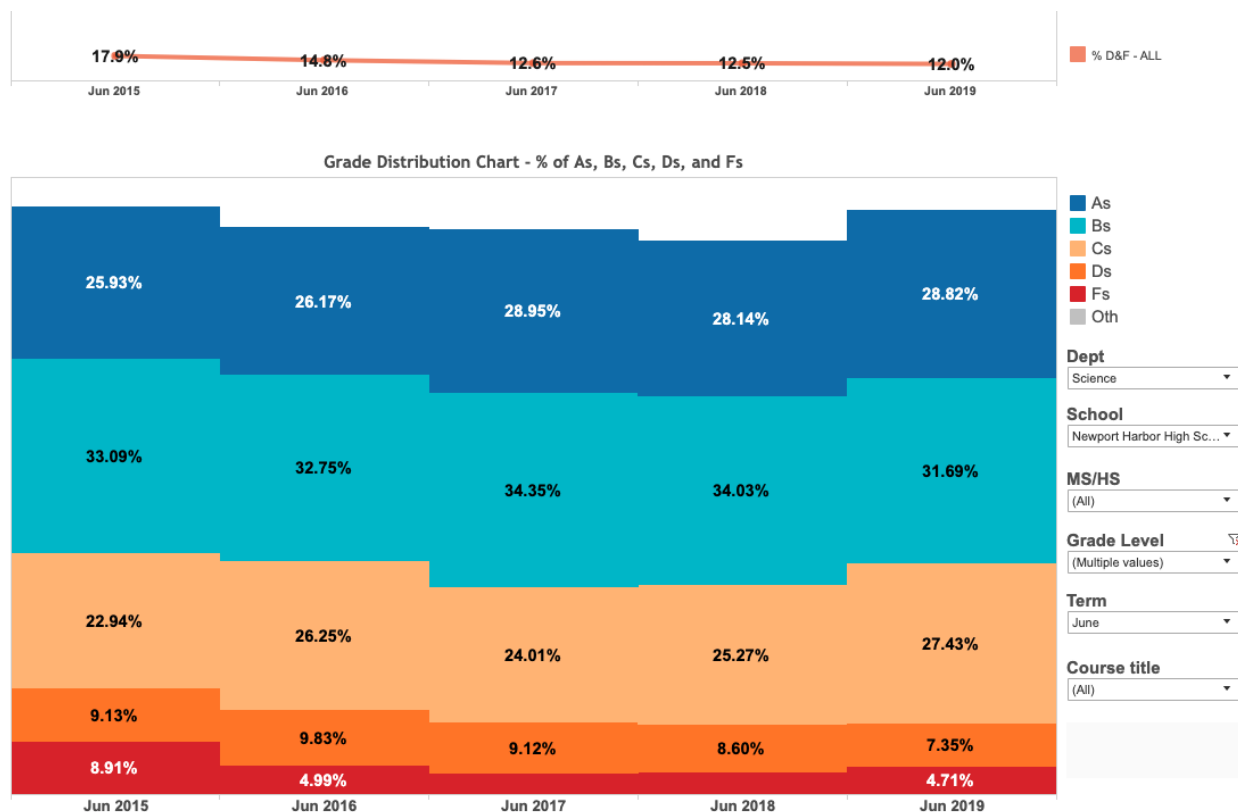


Grade Distribution Chart - % of As, Bs, Cs, Ds, and Fs



Grade Distribution Chart - % of As, Bs, Cs, Ds, and Fs





f. Testing
i. AP

Over the last several years, there has been an ongoing debate -- both on campus and in the community -- over having both AP and IB programs on the same campus. Concerns vary, but the core issue seems to be whether or not the two distinct programs are syphoning students from each other; a secondary debate suggests that the two programs are not all that different from each other in many respects. It is the second debate that has led certain subjects to “meld” the two, teaching AP and IB classes at the same time, preparing students for both the AP exam and the more rigorous IB requirements.

ADVANCED PLACEMENT (AP) RESULTS					
Five year Summary					
	2016	2017	2018	2019	2020
Total AP Students	666	670	593	605	633
Number of Exams	1201	1127	1042	994	1046
Scores of 3+	437	424	399	428	486
Scores of 3+ (%)	65.6	63.3	67.3	70.7	76.8

The AP test scores remain largely consistent, and the test passage rate continues its steady climb.

ii. SAT/ACT

Because students from NHHS attend colleges and universities all over the world, their application requirements vary greatly. Some students continue to take the SAT and ACT tests, but the number of students who take the test varies annually depending on the students' postsecondary intentions. Because the student set is different for year to year, comparative analysis is not tracking the same group; however, that the average scores remain fairly consistent is a good indicator of the educational program at NHHS (though some students receive outside tutoring and preparation for these tests).

SAT TESTING AVERAGES				
Year	Total Tested	Reading/Writing	Math	Total
2016-17	219	578	569	1148
2017-18	332	581	588	1168
2018-19	327	576	572	1146
2019-20	181	577	577	1136

ACT TESTING AVERAGES						
Year	Total Tested	English	Math	Reading	Science	Total
2016	268	24.1	23.9	24.5	23.7	24.2
2017	329	24.5	24	24.7	23.1	24.4
2018	275	23.7	23.1	23.5	23.3	23.5
CA Avg (2108)	118251	22.5	22.5	23.0	22.1	22.7

It is also worth noting that the UC and CSU systems, as well as some private universities, have signaled their intent to discontinue the use of these tests in the admissions process within the next three to five years. As a result, we expect the number of students taking the test to decline over time, though we expect that, even with lower numbers, the scores will continue to fall within the range of previous averages.

iii. IB

A decade after implementing the NHHS International Baccalaureate program, the consistent success rates speak for themselves. NHHS continues to explore ways to increase student participation in the globally-accepted program.

INTERNATIONAL BACCALAUREATE TEST SCORES											
	Number of Exams	7	6	5	4	3	2	1	P	N	Pass Rate
2020	197	4	9	67	69	32	3	0	0	10	76%
2019	165	0	13	59	66	19	3	0	0	5	86%
2018	166	3	15	52	55	20	3	0	0	18	75%
2017	243	3	31	69	83	34	10	0	0	17	77%
2016	225	12	24	59	67	36	14	0	0	12	72%
2015	290	4	32	69	84	34	6	0	0	12	85%
2014	197	6	31	53	59	22	8	0	0	18	83%
2013	206	2	28	67	56	22	11	0	0	20	82%
2012	166	4	28	55	46	19	11	0	0	3	82%
2011	47	3	5	16	11	4	3	0	0	5	83%
(Totals do not include TOK, EE, or CAS, which are assessed differently)											

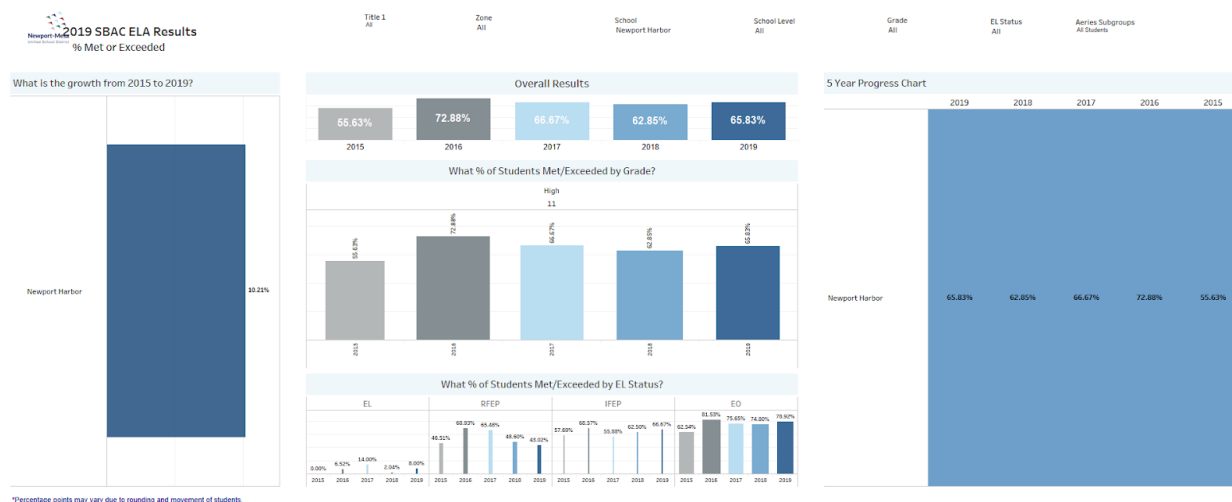
One of the areas that we continue to pursue is the IB Diploma program. Many students take the IB courses, and even sit the rigorous IB exams; still, only a handful pursue the actual IB Diploma, which is recognized at universities and post-secondary institutions all over the world. Buy-in from students and parents was a larger struggle at first, but remains a challenge.

INTERNATIONAL BACCALAUREATE DIPLOMA RATES				
	Diploma Candidates	Diplomas Awarded	NHHS Diploma Pass Rate	Global Pass Rate
2020	15	9	60%	79%
2019	18	14	78%	78%
2018	23	17	74%	78%

2017	38	28	74%	79%
2016	21	12	57%	79%
2015	36	29	81%	81%
2014	19	12	63%	79%
2013	16	11	69%	79%
2012	26	18	69%	79%

**iv. Smarter Balanced Assessment Consortium (SBAC)
1. English/Language Arts (ELA)**

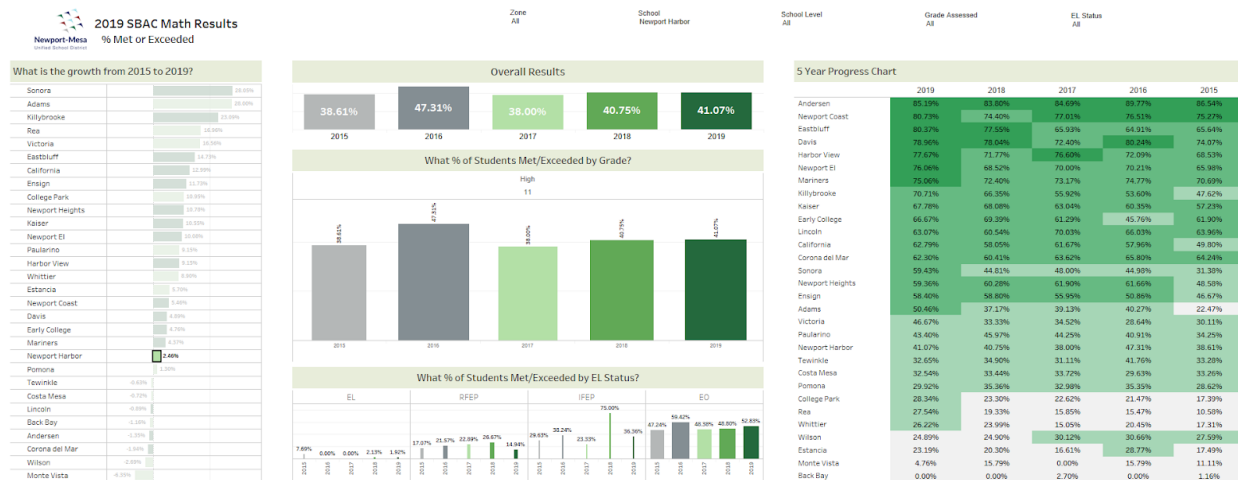
Our SBAC ELA testing numbers continue to hold steady, moving incrementally higher with each class in the last couple of years. Teachers in multiple departments review this data (and its breakdowns) to isolate and address areas for improvement.



It is uncertain at this time what SBAC (or any standardized testing) will look like for the 2020-2021 school year or beyond, or how comparable the data will be to prior years.

2. Math

Again, our SBAC numbers in math also show a small but steady increase. It is our hope that the recent adoption of Illuminate Math (which includes a return to the Alg 1-Geom-Alg 2 continuum) will help these numbers to go up.



Both the change in instruction due to COVID-19 and the adoption of the new curriculum may make data comparisons difficult in the near future.

g. English Learner (EL) Reclassification

In 2017, NHHS began its PIQE Program (Parent Institute for Quality Education), designed for and aimed at parents of English Learners. The intent was to bring parents closer to the educational process and to empower them to be better resources for their students. We also collaborated with the school district for additional resources to address our EL population.

ENGLISH LEARNER RECLASSIFICATION RATES				
	2016-17	2017-18	2018-19	2019-20
	5.4%	4.7%	5.4%	4.5%

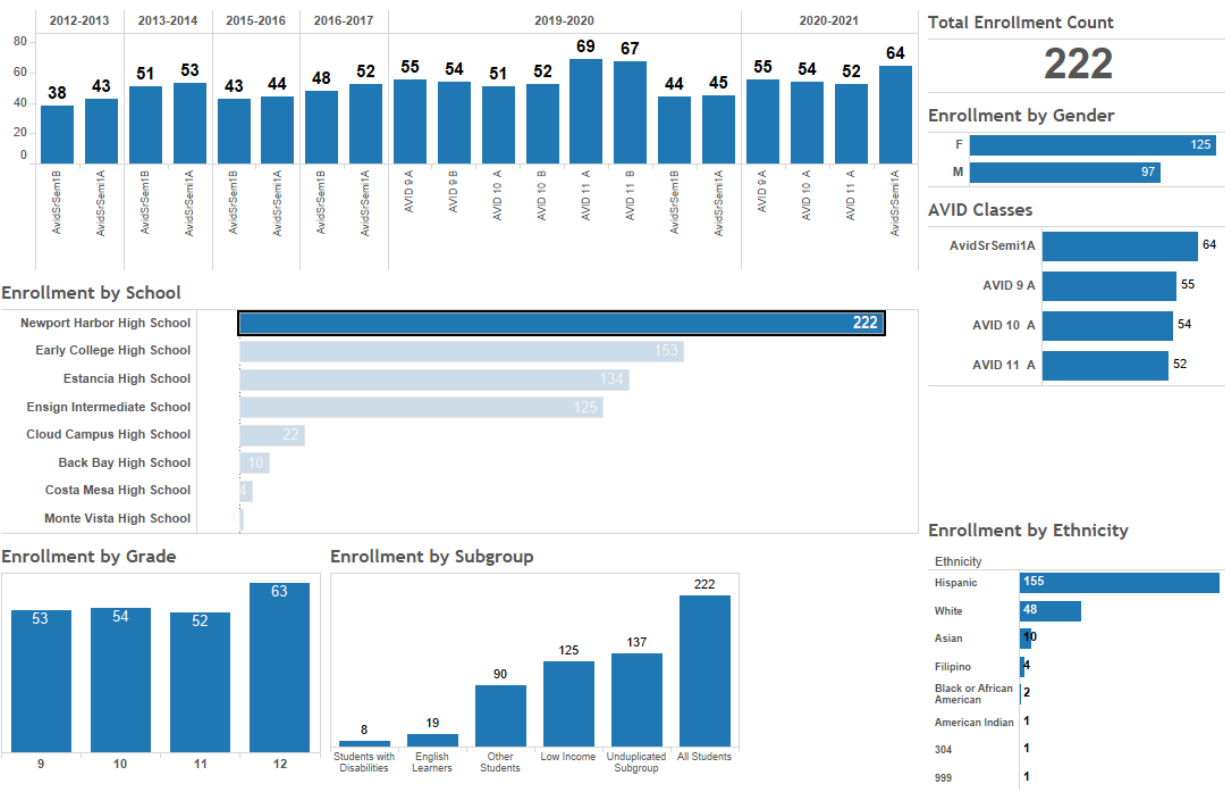
The reclassification numbers, however, are still too low. While the school closure and shift to distance learning during COVID-19 has not made this effort any easier for us or the students, we continue to explore ways to address the needs of this student population.

h. Advancement via Individual Determination (AVID) Enrollment

The NHHS AVID program continues to be a vital resource for our at-risk population. The enrollment in AVID varies only slightly from year to year, but the numbers suggest not only a successful, vibrant program, but a continued need for the additional assistance.

AVID Enrollment

(Dashboard defaults to current year unless another is selected in "Enrollment by Year."
Current year data at each school may vary slightly due to transfer anomalies)



Newport-Mesa Unified School District | Local Control Accountability Plan

As discussions continue for a plan to return students from COVID-19 distance learning to in-seat instruction campus under a hybrid instructional model, one of the programs we hope to return to campus early is AVID. Support during distance learning has served, but our at-risk students need much more, and we hope to provide that as soon as is safely possible.

i. Career Technology Education (CTE) Pathways

No longer in its infancy or start-up phase, the CTE Program at NHHS has grown considerably in the last few years -- not just in terms of enrollment, but in development as well. One of our prioritized areas of growth was the CTE program, which addresses the needs of students who may not be eligible for a college track but who still have skills to contribute to a global society.

Our CTE program currently includes four expanding pathways:

- Business Management Pathway
 - A 2-course pathway, expanding to 3 in the near future (possible link with Global Connect and the AP program)
 - Courses include Multimedia in International Business and IB Business

- Management HL
 - Currently at 6 sections
- Production and Managerial Pathway
 - A 3-course pathway
 - Courses include Introduction to Video/Film, Intermediate Film/Video Production, and Advanced Film/Video Production
 - This program puts out a regular video magazine, two short films, and several promotional videos each year
 - Currently at 5 sections
- Software and Systems Development
 - A 3-course pathway with an AP capstone course
 - Courses include Exploring Computer Science, Introduction to Computer Science in Python, and AP Computer Science
 - Ensign Intermediate provides a computer instruction elective that prepares students for this pathway
 - Currently at 5 sections
- Food, Service, and Hospitality Pathway
 - A 3-course pathway, with optional additional offerings
 - Courses include ROP Baking & Pastry, Foods, ROP Culinary, and Advance Culinary
 - Program includes a competition team, restaurant development, breakfast offerings to students, an catering to campus events throughout the year
 - Currently at 10 sections.

The CTE Program at NHHS continues to grow in both popularity and enrollment, and discussions are ongoing about how to expand and enhance these programs even more to meet the needs of all students.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

A. February 2018 to March 2020

Following the full WASC visit in February of 2018, the teachers, staff, and students of Newport Harbor High School moved forward with renewed vigor. With a set of solidified goals from the Focus on Learning (FOL) process, our focus turned toward continuing our upward trend of improvement in both instruction and campus infrastructure. There were no “significant” changes during the period leading up to March 2020, but there were a few notable ones.

The Mathematics department continued its roller-coaster ride toward a new curriculum adoption. Previously, changes in the math curriculum had been widely criticized, for a number of reasons (not the least of which was the conversion from the Algebra-Geometry-Algebra II continuum to Math I-Math II-Math III). During the 2018-2019 school year, all Math I teachers beta-piloted Illustrative Math for Algebra 1; additionally, three teachers beta-piloted the materials for Algebra II. In 2019-2020, all Math I, II, and III teachers piloted Illustrative Math, directing the curriculum closer to the original Alg -Geom-Alg II model. Math departments across the district decided to adopt Illustrative Math for the 2020-2021 school year with the goals of matriculating all students through Common Core State Standard-aligned math courses and increasing the student engagement through Illustrative’s instructional model of problem-based learning.

CLASS OF 2018	
Graduates:	470
4-year University Eligible:	264
2-year College-bound:	188
Military Enlistment:	6
Workforce	3-5%

Our campus (and entire district zone) welcomed a newly-elected school board member in January of 2019. Michelle Barto, representing Area 5 of the Newport-Mesa Unified School District, was one of two new board members to our district. Trustee Barto immediately took a keen interest in the goings-on at Newport Harbor High School, checking in regularly with the principal and staff, making herself available when needed, and bringing a new perspective to an old school.

Efforts to address the ongoing multi-cultural issues continued, focusing on both the statistical achievement gap between ethnicities *and* the racial divide still prevalent in campus culture. Not only did outside groups and agencies (Orange County Human Relations, the Simon Wiesenthal Center, and others) make themselves available for support, but members of the community became active in the project as well. Soon, the school district had a formal Human Relations Task Force (HRTF), which held several panel meetings both on campuses and at the district office. At one point, there was a parent-led movement (starting with a petition) that strayed from the original purpose, attempting to focus blame rather than promote change. After several well-attended meetings with campus teachers, the sideline effort lost steam and we were able to proceed.

CLASS OF 2019	
Graduates:	516
4-year University Eligible:	289
2-year College-bound:	207
Military Enlistment:	7
Workforce	3-5%

In the early months of 2020, we were still moving along. The Illustrative Math curriculum was in full use, ASB continued to work to bring the campus together, and plans for campus-wide air-conditioning installation had finally been approved (with construction set to begin the day after graduation).

And then, the world fell apart.

B. March 2020 to Present

Looking back, perhaps it's fitting that word came down on Friday the 13th that we'd be shuttering campus in response to the novel coronavirus (SARS-CoV-2, or COVID-19). English teachers quickly checked out reading novels to students. Athletic games were canceled. No one knew what the following week would look like.

Our schedule changed. Online classes couldn't last 90 minutes each, so a modified schedule was introduced, one that allowed for shorter classes, more independent time, office hours for teachers, and meeting time for staff development specific to the educational response to the health crisis.

Infrastructure became more important, as well, in the days and weeks that followed. We were already halfway into a four-year rollout of 1:1 Chromebooks for students; that had to be accelerated, given that we were moving to 100% online instruction, so classroom carts were raided and IT shipments to campus were frequent. Some students needed textbooks and

handouts, and others needed to collect things from lockers. All of this distribution had to be scheduled to account for small groups (no crowds), distancing, and safety. For some families, school could no longer be a priority -- they were more concerned, and rightly so, about food, and employment, and rent, and keeping their lights on. Many families didn't have reliable Internet access; others had several students in different schools, and not enough Wifi to go around.

Newport Harbor High School, as usual, rallied. We obtained a supply of Internet hotspots, and made those available to the families that needed them (later, the district would take this effort district-wide). Our NH Educational Foundation's Angel Fund was able to raise money to help families in need: between mid-March and the end of June, NHHS dispensed approximately \$90,000 worth of food gift cards to our community (coordinated largely by NHHS English teacher Laura Barnebey).

Teachers had to adapt to online teaching. Students had to adapt to attending from home. It was chaotic in the beginning, but many found their groove within a month. Teachers supported other teachers in ways they never had before. What has come to pass is a testament to the resiliency of the NHHS teaching staff. When the district changed the grading scale, teachers had to adapt again -- this time to insure that students didn't take advantage of the lowered expectations. We knew that the resulting data would make analysis difficult, but we couldn't be focused on disaggregation; we were more concerned with delivering the best instruction we could with the resources we had.

As the 2019-2020 school year ended, our staff immediately began planning for September -- or August, really, since this would be the first year on a new annual calendar. At the same time, our district's superintendent announced his retirement. We would be going into summer with an interim superintendent, an already exhausted administration and staff, only two months of online teaching experience under our belts, and no idea how long this was going to last.

CLASS OF 2020	
Graduates:	491
4-year University Eligible:	324
2-year College-bound:	196 (estimated)
Military Enlistment:	unknown
Workforce	unknown

Faculty Leadership Team meetings occurred frequently over the summer. We knew how to end a school year online, but we knew starting one would present a completely different set of challenges, and it was important to us to get it right. Departments met online and texted with each other. Teachers reached out to their colleagues at other schools, in other districts, and even across state lines looking for the best ideas. Seasoned veterans felt like first-year teachers.

We were re-inventing school.

At the district level, it was decided that students could either remain online at their respective high schools -- and await part-time, on-campus, in-seat learning at some point -- or transfer to the district "Cloud Campus," where students would remain in 100% online learning for the entire school year, regardless of state restrictions. The goal was to avoid a cloud campus for each school, and a safety valve for those families that feared returning to campus in any way. As it turned out, many families that initially signed up for the Cloud Campus weren't entirely clear on the dynamics, and there was a lot of transferring in and out, back and forth; we could hear the NHHS master schedule creak as enrollment numbers ebbed and flowed right up to the start of school in August.

In October 2020, our school district was poised to reopen secondary campuses using a hybrid/cohort model. As we got closer to the reopening date of October 12, the physics of the plan proved difficult (example: a cohort of 17 could not fit in many classrooms if spaced six feet apart), and district leadership was forced to review its position. In the end, it was decided to keep us at Level 3 -- 100% online learning -- through the end of the fall semester; but NHHS is still exploring ways to bring certain groups of students back to campus, especially those students who need it.

III: Engagement of Stakeholders in Ongoing School Improvement

- Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.

“More.” “Better.” “All.” These are the words we find ourselves using when we talk about the coming school year. It’s a lofty way to think, and we sometimes run the risk of reaching farther than our good standing; but being ambitious is the only mindset to have when planning for the future of our student body -- they deserve nothing less.

A. Development

The fourth quarter of every school year finds us -- *all* of us connected to campus -- focused heavily not on the current school year, but the *upcoming* school year. It’s the best time of year to look at where we’re at, to celebrate our successes, to closely examine our difficulties and challenges, and to determine a path forward.

To that end, we get *everyone’s* input.

On campus, we gather information from our teachers and staff about what we’ve been doing, how well we’ve been doing it, what we could do better, and what we should do next. The Faculty Leadership Team discusses the “big picture” of what we need and how to achieve it. We ask our students to tell us about their experiences and their challenges, and what would work better for them. We ask our parents at PTA meetings and School Site Council and in online surveys and in focus groups what they think would benefit their students’ educations, their mental health, and their social interaction. We meet with our Educational Foundation and our School Connected Organizations and our various booster programs about resources, about how they’d like to see the campus grow, and how they can help us achieve our goals. We examine the efficacy of our on-campus programs -- AVID, CTE, and Athletics -- checking each cog in the machine, making sure each part of the overall system is checked.

Then we go outside the campus and we talk to our community partners: Project Hope Alliance, which assists struggling students and families with their financial, employment, and housing needs; Orange County Human Relations, which partners with schools all over the county to address racism and social inequity; and ROP, which provides a range of courses to better help our students achieve a productive place in society.

They’re called “stakeholders”; and we have a lot of them, because we’ve got a big tent to hold up.

Ideally, we have our goals for the coming school year set before the previous one ends. We would prefer that all stakeholders -- especially the teachers and program coordinators, who play a large role in the implementation of the plan -- know what we’re doing before they break for the summer. During the student summer break, administration gathers resources and teachers plan; and when we return to campus in the fall, we’re ready to go.

B. Implementation & Monitoring

Implementation begins about two weeks before the start of the school year. By the end of the first quarter, most programs are in full swing. By the end of the first semester, we've collected some intelligent data about the direction our plan is taking us in. Monitoring occurs throughout this process.

The Faculty Leadership Team (FLT), representing the "hub" of campus life, includes representatives not just from the academic departments, and not just from the elective courses; members include program directors, coaches, health staff, security, maintenance, and literally *any* campus staff member who wishes to participate. This team does the bulk of the heavy lifting when it comes to implementation and monitoring, if only because it's connected to every part of campus life. Information flows from the classrooms, hallways, and quads to FLT, and FLT members take suggestions and decisions back to the classrooms, hallways, and quads. Everyone has a say, if they want it; some feel properly represented by their department chairs, others want to be more closely involved -- and all are welcome.

Adjustments to the plan are sometimes made on the fly; while other, larger changes are recorded and held until it's time to formally revise the School Plan for Student Achievement (SPSA). And while some adjustments and corrections are possible in the "heat of the moment," other modifications to our efforts require the blessing of the district office, and take more time. (District places a large emphasis on equality across school campuses, despite the differences in campus populations; this sometimes limits our ability to make the adjustments that are truly necessary -- but we do our best.)

And then, of course, we're back to March, the time when we begin to reap the harvest of information and valuable data and begin to plan the year to come.

C. Preparation of Progress Report

At Newport Harbor High School, everything that can be a group effort is treated as such. Members of the FLT, the teaching staff, the School Connected Organizations (SCOs), and the parent community are invited to participate in the gathering of information and analysis for the progress report. In most cases, and in the interest of maximum efficiency, stakeholders lend their expertise where it is most relevant, providing insight and feedback that speaks specifically to those areas. The progress report is really only a snapshot of the larger effort, which is constantly moving forward.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

A. Self-Identified Critical Areas for Follow-Up

As a result of the WASC Visit in February 2018, the visiting team concurred with the school's two identified critical areas for follow-up outlined in the school wide action plan.

1. NHHS will annually reevaluate the 2018 Action Plan, and annually create and embed a culture built around the Focus on Learning (FOL) process.
 - Our WASC goals are reviewed annually --School Site Council (SSC), Faculty Leadership Team (FLT), English Language Advisory Council (ELAC), Newport Harbor High School Inclusion Council (IC) Newport Harbor Education Foundation (NHEF), and Newport Harbor PTA are the parent groups where the capacity to build culture around the FOL process has been built since 2018. Further, our student groups from the Associated Student Body (ASB) to clubs on campus such as Latinos Unidos, are keenly aware of not only the goals but the data sets that support growth or lack thereof.
 - Teachers and administrators at Newport Harbor High School have channeled the energy and focus despite the daunting array of organizational tasks on an annual basis towards the FOL process. Goal setting, the measurement of progress toward goals, curriculum review and revisions, in-service calendar, budget allocations, facilities, parent engagement, data analysis, student support systems, and extra-curricular event scheduling are all planned and executed with our NHHS school goals in mind. Before 2018, with the varied tasks, we lost focus on the mission and goals that defined our school and district.
 - Newport Harbor High School used the accreditation process to redefine and confirm our most cherished values, goals and it was a time we connected each section of the report to the overall goals. Each year since 2018, the school profile data has been updated and analyzed to develop a board report that uses the Focus on Learning criteria as a touchstone to measure our progress toward the stated goals.
 - At NHHS, focus groups serve as standing committees, but those committees include everything -- from our Faculty Leadership Team to parent and student groups-departments -- and have been led by our administration team since 2018 thus overseeing the FOL goals are in the forefront of every discussion.
 - Newport Harbor High School has used our own version of Focus Groups as the critical organizational structure for faculty, students, and parents.
 - Ongoing Focus Groups that include Inclusion Council, student clubs, and community partnerships provide a cross-curricular structure for discussions, program evaluation, and feedback from all stakeholders.

- At the start of every school year, calendared meetings and an annual Focus Group report on action plan progress encourage a unified student, faculty, and educational community approach to school improvement.
 - Newport Harbor High School nurtures these ongoing committees and assigns new teachers to the many leadership opportunities that provide in-service to communicate the purpose and expectations of our school goals.
 - Newport Harbor High School annually celebrates making significant progress as outlined in our action plan. Although test results are often the highlight of the celebrations, the accreditation criteria and school profile focus on the entire educational program at NHHS and we celebrate the many achievements outside of the academic focus.
 - Newport Harbor High School also focuses on improvement in student attendance and behavior, parent involvement, and other student activities.
 - Some of these efforts have been complicated by COVID-19 response measures, but meetings regarding curriculum implementation and students achievement continue.
2. Work collectively toward addressing intervention roles and responsibilities with fidelity through the *NHHS Tiered Intervention Protocol*.
- Newport Harbor High School School used the accreditation process to redefine and confirm that our *NHHS Tiered Intervention Protocol* is meeting the needs of our students. Effective Implementation of the Tiered Intervention Protocol resulted in an increased number of students being referred to mental health services, Special Education, and 504 Accommodations, directly addressing the problems these students were experiencing.
 - Suspension and expulsion rates dropped considerably (see Part 1 of this report).
 - Some of these efforts have been stalled or sidetracked due to the COVID-19 response measures.

B. Recommended Critical Areas for Follow-Up

As a result of the WASC Visit in February 2018, the visiting team recommended five critical areas for follow-up that must be addressed by NHHS stakeholders.

1. Develop, publish, implement and evaluate a comprehensive 6-year procedure for incorporating the Focus on Learning protocol into the culture of the school to promote continuous school improvement.
 - Our FOL metrics measurement methodology is outlined in the chart below; using this approach, continuous school improvement is a frequent and ongoing topic of discussion, debate, and action.

Newport Harbor High School Metrics-Focus On Learning					
1	2	3		4	Proposed Key Success Metric Definitions
Expected Student Outcomes	Actions	"On Track" Metrics		Key Success Metrics	
		Site Owned	District Collective		
LITERACY		<ul style="list-style-type: none"> Site based indicators 	<ul style="list-style-type: none"> STAR Reading 	<ul style="list-style-type: none"> IRL SGP SBAC Reclassification ELPAC 	Peak IRL - % of students at benchmark End SGP - End of Year Average SGP (1-99) by grade level for 7 th -10 th SBAC - Reading % Above SBAC - Writing % Above Reclassification - % Reclassified ELPAC - % of 4 overall
CORE CURRICULUM		<ul style="list-style-type: none"> Site based indicators 	<ul style="list-style-type: none"> ELA Grades and District Benchmarks Math Grades and Math Unit Tests Science Grades and District Benchmarks 	<ul style="list-style-type: none"> SBAC (Math and ELA) Math EOC 	SBAC ELA - % Met and Exceeded SBAC MATH - % Met and Exceeded EOC MATH - % Proficient
HIGH SCHOOL GRADUATION		<ul style="list-style-type: none"> D/F data 	<ul style="list-style-type: none"> 8th Grade D/F data Credit Completion <ul style="list-style-type: none"> 9th grade (45 credits) 10th grade (100 credits) 11th grade (170 credits) 	<ul style="list-style-type: none"> Graduation Rate (CALPADS 15.1) 	EOY Grad Rate - % w/ diploma CDE Cohort Grad Rate - % w/diploma
COLLEGE/CAREER READY			<ul style="list-style-type: none"> A-G percentage by grade level Pathway check rate AP/IB check 2+ college course completion 	<ul style="list-style-type: none"> A-G Rate CTE Completers State CCI 	CCI - % Prepared and Above A-G - % of grads that meet requirement CTE - % that completed CTE Pathway (of those that started)
Board-Level Decision (7)	Site-Level Decision (2+)	Hybrid Decision (3+)		Co-Constructed Decision (4+)	

2. Design, publish and implement a multi-year plan that provides a user-friendly method for increased disaggregation of student performance data readily available to each classroom teacher and correlating professional development that will support curriculum development, target effective instructional strategies while promoting increased levels of student achievement.
 - Since 2018, Newport-Mesa Unified School District secondary principals have used a process paralleling Newport Harbor High School’s Action Plan from 2018. This Action Plan has become the district standard for data analysis.
 - Using both the NMUSD Data collection system (“DADA”) and site-level data collection, teachers in all subjects have access to disaggregated data all the way down to the classroom level.
 - As groups, both FLT and individual subject departments have been reviewing and using this data to steer instructional programs.
 - Due to systemic changes in grading and scheduling in response to COVID-19, data collected *after* March 2020 will be radically different from data collected before March 2020; as a result, data analysis moving forward will be grossly affected.

3. Develop, implement and evaluate a long-range plan to address multi-cultural issues on campus that will close the achievement gap between student sub groups while promoting high expectations and academic goals for all students.

- Several campus departments -- Language Arts, Social Studies, Performing Arts, and World Language chief among them -- have infused multicultural material into their curricula; efforts to develop and enhance this material continue, even during changes to school dynamics due to COVID-19.
 - In March 2019, an off-campus incident involving students from several district schools (including NHHS) made international headlines, requiring us to step up our efforts in the areas of racism, prejudice, and antisemitism.
 - In Spring 2019, teachers and staff were provided additional training by the Anti-Defamation League to address instances of racism, implicit bias, and hate. Additional training has been made available to us should the need arise.
 - In April 2019, Newport-Mesa Unified School District (NMUSD) partnered with Orange County Human Relations to lead the district's Human Relations Task Force (HRTF), tasked with developing recommendations to the NMUSD Board of Education to create a greater level of cultural understanding and acceptance that appreciates and celebrates the diversity throughout our community. Orange County Human Relations facilitated 12 meetings among the group, which included students, parents, staff and community members.
 - In Spring of 2019 and Fall of 2020, each NHHS student participated in one of several field trips to the Simon Wiesenthal Center in Los Angeles to tour the Holocaust Museum and meet with representatives to discuss the issues specific to our campus. Additional plans were made to host the program's traveling exhibit at NHHS in April 2020 (this was put on hold, to be rescheduled, due to the COVID-19 school closure).
 - The concern over student suspensions being "skewed," that more students of color were being suspended than white students, was reviewed; it was determined that students of color were NOT being suspended at higher or unfair rates.
 - Efforts to reduce the achievement gap -- to "level the playing field" academically -- have been successful; the achievement gap has been reduced.
 - Due to the COVID-19 response, some aspects of our plans to address this item have stalled; other aspects have continued but changed, as we try to provide support to our underprivileged population in both academic and non-academic ways.
4. Create and convene a forum composed of all stakeholder groups that will define homework expectations and provide a method of collaboration between departments and programs that will coordinate the timing of assignments, projects and testing in order to reduce the high stress levels noted among students.
- NHHS has not made any significant progress toward completing this goal, but it's not for lack of trying. The discussion is frequent, but the wide academic range of students (with a complicated variety of post-secondary goals) continues to provide equity obstacles.
 - Prior to 2017, efforts to coordinate assignments and tests among all subjects

- proved difficult; there were too many programs (AP, IB, CTE, etc.) with limited flexibility in scheduling assignments.
- Near the end of the 2017-2018 school year, discussions at the FLT level suggested that it was possible to alleviate some of the problem by combining AP and IB courses, taking the conflict out of the equation at that level.
 - Each department -- and sometimes teachers within a department -- have varying opinions and attitudes regarding what constitutes a “fair” or “necessary” amount of coursework and homework assignments; reconciliation usually results in a heavy workload for at least some students, and this keeps the discussion going (sometimes in circles, but going).
 - Discussions and debate on this topic continue.
 - Systemic changes in scheduling and grading as a result of COVID-19, coupled with restrictions on what could and could not be done in a totally online environment, have placed certain efforts on hold (and, in some ways, exacerbated the problem).
5. Provide professional development experiences and collaboration opportunities for teachers that will increase the variety of instructional strategies utilized in daily lesson plans in order to increase critical thinking skills and high academic achievement for all students.
- Professional Development is an ongoing process at NHHS (as it is throughout the district). Some PD opportunities are provided by the district, and others are provided by outside organizations.
 - Many of these PD efforts are targeted at specific educational programs (AP, IB, CTE) and others are geared to specific departments or student groups.
 - Most teachers avail themselves of these opportunities voluntarily. The NHHS Administration, in partnership with the NH Educational Foundation, sets aside certain funds each year to enable teachers to take advantage of PD opportunities they believe will be valuable to them; moreover, these teachers will report back their findings and experiences to the staff as a whole, which encourages others to seek out the same or similar opportunities.
 - Some recent professional development efforts have come from private organizations such as the ADL; these efforts have been specific to infusing ethnic awareness and removing implicit bias from instruction.
 - Systemic changes in scheduling and grading as a result of COVID-19 have, obviously, impacted instruction to a serious degree, redirecting our professional development efforts in response to the health crisis; while the focus on achievement is not lost, teaching in a 100% online environment or a hybrid model limits these efforts.

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.**

The 2020-2021 School Plan for Student Achievement has been updated, and is currently being reviewed by members of the NHHS School Site Council. It is scheduled to be approved by the School Site Council by October 31, 2020, and is anticipated to receive NMUSD Board approval on November 17, 2020.

Analysis of the previous SPSA has been ongoing, with serious review taking place throughout the 2019-2020 school year. With a focus on which goals were fully implemented versus partially implemented, our recent efforts were directed toward reassessing our goals and determining how better to implement the targeted practices.

Two items of note:

1. Unfortunately, we were unable to determine the effectiveness of certain practices and programs and progress toward several goals due to the COVID-19 crisis. Because the physical school was closed, and because several of our goals were dependent on students, staff, and programs interacting with each other on campus, we may or may not have achieved our goals, or been on track to do so.
2. The 2020-2021 SPSA has been created with the attitude that we will, at some point, return to on-campus operations. It did not seem prudent to revise the SPSA solely for online learning; NHHS still intends to see these goals through, even if we have to adapt to an ever-changing educational landscape in the process. As we proceed, we will refine the SPSA as needed.

Newport Harbor High School's teachers and staff are committed to making the academic, athletic, and campus culture experiences the most they can be during this health crisis. Whatever the educational environment looks like at any given time in the coming weeks, months, and even years, NHHS will utilize its resources to the fullest to provide the most beneficial, meaningful, and robust experience for its students and families.

The 2020-2021 SPSA for Newport Harbor High School can be found at the following link: [2020-2021 SPSA for Newport Harbor High School](#)