

Mid-cycle Visiting Committee Summary Report

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

NEWPORT HARBOR HIGH SCHOOL

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

November 2-3, 2020

Visiting Committee Members

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SUMMARY

Newport Harbor High School (NHHS) is part of the Newport-Mesa Unified School District (NMUSD), which serves the cities of Newport Beach and Costa Mesa and has an enrollment of almost 20,000 students. It’s a comprehensive, public high school serving students in 9-12 grades. NHHS serves students and families from both Newport Beach and Costa Mesa.

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. Elementary schools include Kaiser, Mariners, Newport, Newport Heights, and Whittier. Students from those schools then attend Ensign Intermediate School for 7th and 8th grades, and ultimately matriculate to Newport Harbor High School.

Newport Harbor High School also sees enrollment transfers from local private schools, homeschooling programs, families who have relocated from out of state, and 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 NNHS. Enrollment numbers have remained consistent over the past five years and currently, 2237 students are enrolled.

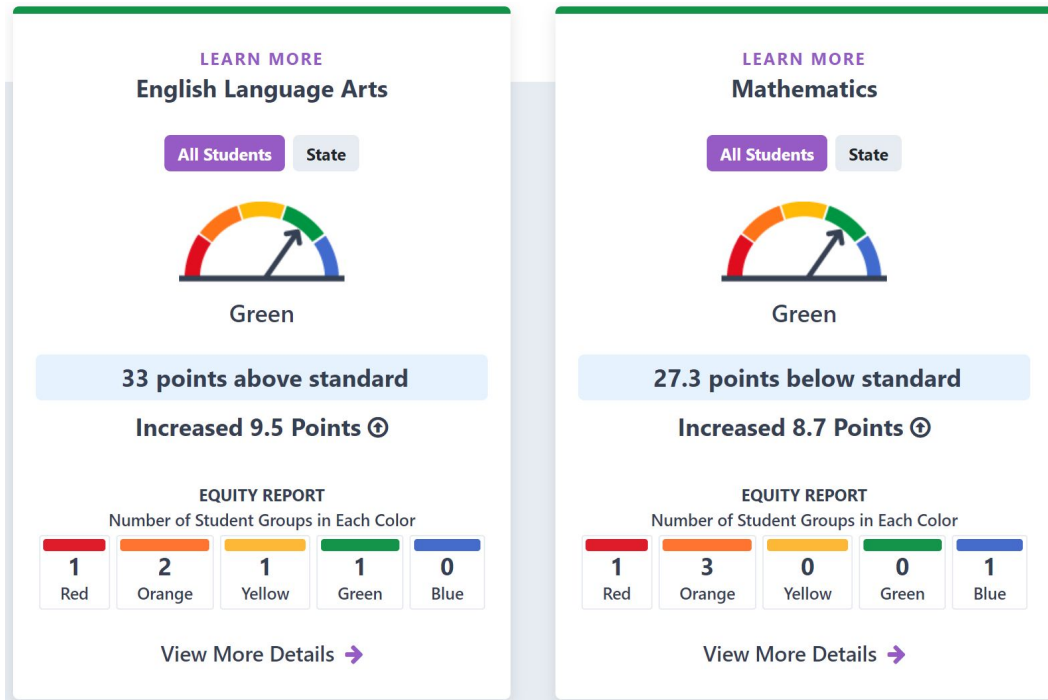
During the COVID-19 pandemic and school closure, NMUSD introduced a Cloud Campus program for families who wanted distance learning for the entire school year even if classes resumed on campus. At the start of the school year, NHHS lost four teachers and approximately 200 students to Cloud Campus. Since then, many students have returned and enrollment numbers have stayed fairly consistent.

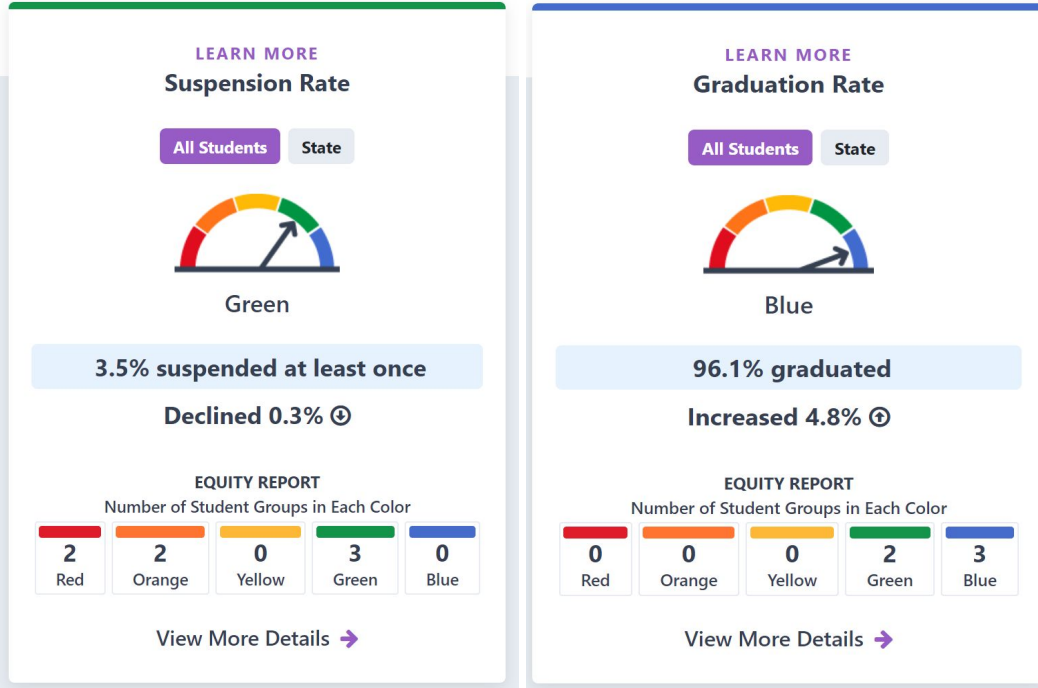
ENROLLMENT BY GRADE LEVEL					
Grade Level	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9	597	630	599	579	573
10	582	569	608	585	545
11	512	538	524	580	550
12	588	480	523	513	569
Total	2279	2217	2254	2257	2237

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

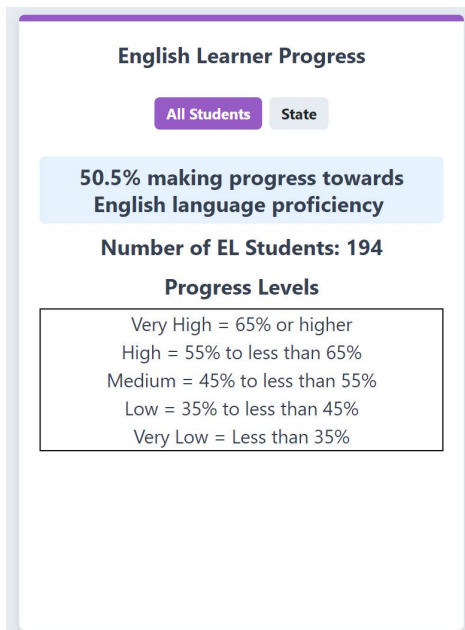
American Indian	6	5	3	2	3
Pacific Islander	6	3	4	4	4
Asian, non Hispanic	54	61	73	71	59
Filipino	13	11	13	16	17
African American, non Hispanic	16	15	14	16	20
White, non Hispanic	1341	1289	1356	1373	1335
Two or more races, non Hispanic	38	46	50	61	66
Total	2279	2217	2254	2257	2237

California Dashboard Data 2019



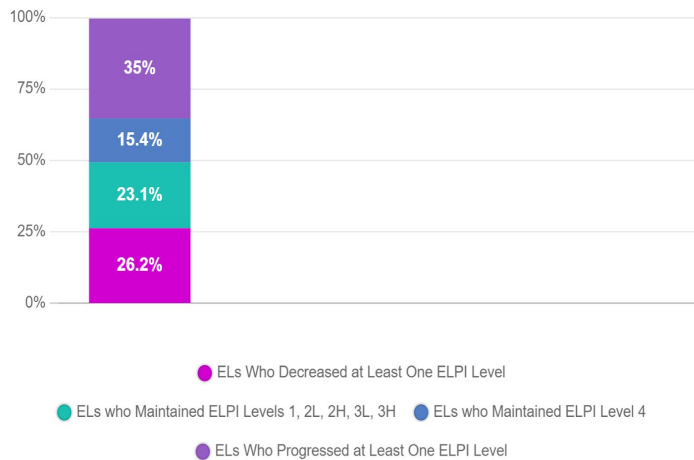


As indicated by the California Dashboard 2019 data, NNHS has improved in all key indicators. In particular, their English Language Arts scores remain well above the state average, and their graduation rate increased significantly (4.8%). Although their math scores are still below average, they have made steady progress and with the recent adoption of Illuminate Math (which includes a return to the Algebra 1 - Geometry - Algebra 2 continuum), NNHS hopes their math scores will continue to increase.



Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



District Data

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

Newport Harbor implemented the PIQE Program (Parent Institute for Quality Education) in 2017 with the intent of engaging parents of English Learner (EL) students, empowering them to be a better resource for their children. Data from the California Dashboard 2019 indicates, however, that only half (50.0%) of EL students are making progress towards proficiency and of that 50%, only 35% progressed at least one ELPI level. NHHS acknowledges their reclassification numbers are still too low and will continue to explore ways to address the needs of EL students.

School Programs: Advanced Placement and International Baccalaureate

Newport Harbor High School has both Advanced Placement (AP) and International Baccalaureate (IB) programs on campus. Because of continued debate over the effectiveness of having both programs on campus, certain subjects have combined the two programs, teaching AP and IB classes in combination; preparing students for the AP exam and IB requirements.

NHHS's AP program is very robust with 633 students taking 1046 exams during the 2019-2020 school year. AP scores have also steadily increased over the last five years.

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

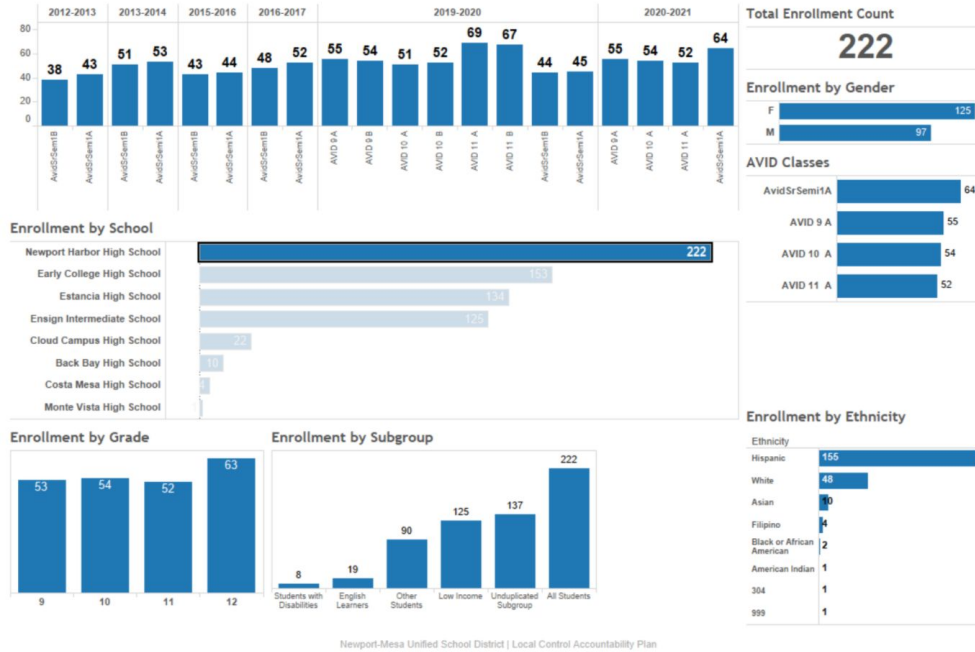
A decade after implementing an IB program, many students enrolled in IB courses in 2019-2020, and 197 exams were taken with a 76% pass rate. Newport Harbor continues to focus its attention on the IB Diploma program, as only a handful of students choose to pursue it.

School Programs: Advancement via Individual Determination (AVID)

Newport Harbor High School boasts a successful, vibrant AVID program that continues to be a vital resource for their at-risk population. As NHHS moves from a distance learning model towards a hybrid instructional model, one of the first groups of students they hope to bring back are those in the AVID program.

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)



Parent and Community Involvement

NHHS has a robust parent and community support system. Because they are part of a Basic Aid District and receive little state funding, they depend on partnerships with the community for access to additional resources and programs. The Newport Harbor Educational Foundation donates approximately \$500,000 to support students and staff, including technology needs, free tutoring for all students, Advanced Placement (AP) and International Baccalaureate (IB) program support, career mentoring, counseling support, Academic Support Coordinator position, Health Office assistant, and the AVID program. The NHHS PTA and Newport Harbor Alumni Association engages parents and former students through family events, parent education and special projects. The alumni association maintains the campus museum, preserving the rich heritage of Newport Harbor High School. The Newport Harbor Athletic Foundation supports athletic programs, including their athletic trainer program, facilities, concussion protocols, and individual teams.

Community partnerships include the Project Hope Alliance, which serves homeless students in the school community, Regional Occupational Program for vocational opportunities, Newport Chamber of Commerce for mentorships, Orange County Human Relations which works with the school to promote an inclusive school culture, local churches and synagogues who provide after-school programs, and local businesses who offer discounts to families and promote campus activities.

Significant Changes

On March 13, 2020, Newport Harbor High School shut down in person schooling and

went to an emergency distance learning model due to the COVID-19 pandemic. From that time until the present, almost everything has changed. Moving to a distance learning model meant all students needed to have access to technology and the school's four year plan of 1:1 Chromebooks for students was accelerated. Internet hotspots were given to families in need, and Newport Harbor Educational Foundation's Angel Fund raised approximately \$90,000, and between March and June, dispensed grocery gift cards to families in need. This effort was coordinated largely by English teacher Laura Barnebey.

The modified bell schedule was introduced, which allowed for shorter classes, more independent work time, office hour for teachers, and meeting time for staff development needs. The district altered the grading scale for all classes; letter grades went from 10% intervals (90% = A, 80% = B) to 15% intervals. Students with a 50% would now receive a passing grade of D. Any student with a failing grade at the end of 2019-2020 received an "Incomplete," and was allowed to complete work by October 2, 2020. On paper, no student failed a class during the spring 2020 semester. Moving into the 2020-2021 school year, NHHS is starting over with grading data, as things are adjusted for continued distance learning and hybrid instruction.

Attendance policies have also changed significantly since March 2019. During the spring of 2020, attendance requirements remained in flux as they were in an emergency school closure situation. In the fall of 2020, a new model for attendance collection was introduced, using a spectrum of "engagement" levels instead of in-seat presence. The attendance policy will continue to change when they return to campus under a hybrid instruction plan.

Throughout this time, teachers have had to adapt to an online teaching model. The teaching staff at Newport Harbor High School came together during the crisis, which speaks to the healthy school culture of NNHS and the resiliency of their teaching staff. When the district changed the grading scale, teachers again adapted and implemented methods that didn't lower expectations for students.

In October 2020, the school was set to reopen in a hybrid/cohort instructional model. As planning ensued and time for reopening drew near, the logistics of the plan proved almost impossible and district leadership reviewed its position on reopening campuses. In the end, Newport Harbor was kept at a Level 3 - 100% distance learning - through the end of the fall semester. They are, however, still exploring options for bringing back the highest need student groups, like AVID and students with disabilities.

Stakeholder Engagement in the Schoolwide Action Plan/SPSA

During the fourth quarter of every school year, the Faculty Leadership Team (FLT), which is composed of representatives from academic and elective departments, program directors, coaches, health staff, security, and maintenance staff, gathers input from all stakeholders, including staff, students, parents, and community partners. Students are asked about their school experiences, challenges, and to identify areas they need more support. Parents are asked in focus groups and through online surveys what would benefit their child in three areas: academics, mental health, and social interaction. The FLT meets with the Educational Foundation and connected organizations, discussing resources, their vision for the school, and actionable ways to achieve the school's goals. Additionally, they examine the efficacy of school programs, such as AVID, Athletics and Career and Technical Education (CTE).

After feedback is analyzed, and a new school plan is created, it's implemented and monitored by the Faculty Leadership Team, as the team is intricately connected to every part of campus life. Suggestions and feedback is given to members of the FLT, and adjustments are made dependent on the situation. Some decisions are made quickly, like the changes made during school closure in March 2020, and some are made during the formal revision process of the SPSA.

Schoolwide Strengths

1. Newport Harbor High School includes all stakeholder groups in their Focus on Learning protocol to promote continuous school improvement.
2. Newport Harbor High School has strong partnerships with their Educational Foundation and community partners.
3. Newport Harbor High School has created effective systems of support for English Learner families, including AVID, the Parent Institute for Quality Education (PIQE) program, ELAC, EL counselor, and a community liaison.
4. Newport Harbor High School staff has made great strides on issues of social justice, providing implicit bias training for staff and students, and establishing a school culture that doesn't tolerate racism.
5. Newport Harbor High School has demonstrated excellence in their communication with both students and parents regarding all issues, continuing a strong school-home relationship.

Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:

1. Newport Harbor High School has developed a Focus on Learning (FOL) measurement matrix. They should continue to develop a six year comprehensive system, establish site based indicators, implement, and evaluate their FOL matrix for continuous growth and improvement.
2. Newport Harbor High School should continue to embed their FOL goals into all areas of instruction, curriculum, and assessment to establish a culture of reflection for continuous growth and improvement.
3. Newport Harbor High School should work collectively toward addressing intervention roles and responsibilities with fidelity through the *NHHS Tiered Intervention Protocol*.

Additional Areas for Growth:

1. Newport Harbor High School should continue to explore ways to support English

Learners, increasing level changes and reclassification percentages and providing targeted and strategic support for students.

2. Newport Harbor High School should continue and make progress to meet their six year comprehensive system by allowing each department to analyze and create site based indicators due to the lack of continuity and consistency from external factors (i.e. pandemic, uncertainty of state testing, challenges of distance learning).

[Newport Harbor High School Schoolwide Action Plan/SPSA 2020-21](#)