



NEWARK MEMORIAL HIGH SCHOOL SELF-STUDY REPORT

**39375 Cedar Boulevard
Newark, California 94560**

Newark Unified School District

April 27-30, 2025

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**

TABLE OF CONTENTS

Introduction	3
Chapter I: Progress Report	5
Chapter II: Student/Community Profile and Supporting Data and Findings	15
Chapter III: WASC Criteria and Indicators	28
A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources	28
B: Curriculum	37
C: Learning and Teaching	43
D: Assessment and Accountability	48
E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	54
Prioritized Areas of Growth Needs from Categories A through E	62
Chapter IV: Summary from Analysis of Identified Major Student Learner Needs	63
Chapter V: Schoolwide Action Plan/SPSA	64
Appendices	71

INTRODUCTION

Background

In fall of 1982, Newark Memorial High School (NMHS) became the consolidation of Newark and Memorial High Schools, two previous high schools located in the city of Newark, CA. Newark Memorial High School is a fully comprehensive high school that serves the youth of Newark. Geographically, Newark is nestled in the East Bay, between the Bay and Interstate 880. It is surrounded by Fremont and Union City. Its district, Newark Unified School District (NUSD), encompasses six elementary campuses, one middle school, one high school, and one continuation school, with a total district enrollment of 4,700 students. NUSD has experienced declining enrollment over the past 20 years. NMHS, specifically, has lost 500 students over the past 5 years. Currently, its enrollment is 1,371. Students are evenly divided between male and female; the student body is quite diverse; the most significant groups are Hispanic or Latino, 53%; Asian, 15%; Filipino, 10%; White, 10%; and African-American, 4%. Of the entire population, nearly 47% of students are identified as Socio-economically Disadvantaged (SED); 17 % are English Learners; and 15% are enrolled in special education (SPED) classes.

There are a myriad of historic programs and pathways available to NMHS students. NUSD combines funds with New Haven Unified and Fremont Unified School Districts to support the Mission Valley Regional Occupation Program (MVROP). This opportunity gives NMHS students access to 31 Career Technical Education (CTE) courses off-site at MVROP and ten on-site MVROP CTE courses. Students have access to 20 Advanced Placement (AP) courses. The site also offers five pathways: The Puente Program and the Media Communications Academy (MCA). Both programs identify students that best meet the criteria for their respective missions. Puente exposes students to post-secondary academic opportunities, while MCA encourages students to demonstrate mastery of academic content using skill sets learned in the Arts Media and Entertainment's (AME) CTE strand. Ohlone Community College District (OCCD) offers Ohlone College Connections (OCC), an alternative pathway that allows a small cohort of students to enroll in both NMHS and OCCD courses. OCCD also provides two dual enrollment courses: Chicano History and Chicano Culture. Our course offerings are designed to promote College and Career Readiness among our students as we help them find their passion, purpose, and pathway. Students also have the opportunity to enroll in either OCCD's or other community colleges' courses to complete NMHS course requirements.

During the last self-study, NMHS's overall student enrollment of 1,700 included nearly 50%, SED and 10% EL. Currently, SED has remained fairly consistent at 47%, while EL has almost doubled to 17%.

Both the District and site have experienced drastic turnover over the past years. Traditionally, most principals and assistant principals leave within one year. The current principal is the 23rd principal in 21 years. Despite this, the current principal and one of the assistant principals have remained at NMHS for three years. This is tied for the longest tenure for administrators in 10 years. NUSD Superintendents have experienced similar changes; however, their respective cabinets matriculated approximately every three years. Like other districts throughout the state, NUSD is experiencing financial shortfalls. To alleviate this budget deficit, significant cuts have been made district-wide programmatically and with personnel. Furthermore, the \$17 million deficit has been reduced to \$3 million. Continued cuts are expected. Currently, NMHS expects to notice eight faculty with Reduction In Force (RIF's) and an approximate 25% reduction in allocations for the Single Plan for Student Achievement (SPSA). Alternatively, the district secured a successful Local Bond Measure to add \$250 million to district facility improvements.

Self-Study Implementation

The WASC self-study process began with the administrative team during the 2022-2023 school year. Since its inception, two administrators no longer work at the site. The current principal, Mike Murphy, and Terry Conde, Assistant Principal, continued to work with faculty and staff through various activities

Newark Memorial High School ACS WASC/CDE Self-Study Report

preparing for the visit. Initially, staff selected their interests for Focus Groups (Chapter 3). Then, over the course of three months, within their FOL groups, each group reflected on their respective sections and were given the task to analyze, evaluate, and determine strengths and areas of growth for their sections. For one month, FOL groups evaluated and contributed to other sections of Chapter Three. Further, staff worked within departments to develop folders for the visit. Within folders, departments were tasked with the responsibility of collecting sample syllabi, student work samples, sample lesson plans, and benchmark data, which includes exams, overall results, and descriptive analysis. This process has taken one year to complete. Departments gathered and analyzed data both within departments and Professional Learning Communities (PLC's).

The goal of NMHS' self-study is for all stakeholders to review and analyze site goals for progress as well as needs for improvement. NMHS is beloved within the local community. Over 80% of students are related to generations of family members that have attended one of the three historical high schools. Through incorporating all staff, parents, and students in the study, it is the site's desire to identify its deficiencies while creating a plan to make positive substantive improvement. This self-study will help evaluate site needs and create action plans for increasing student success. NMHS plans to do this through incorporating the current SPSA goals and aligning them to the action plans. Through this implementation process, it is expected that student achievement will improve.

CHAPTER I: Progress Report

Significant Developments

The following changes and developments have been identified as having a major impact on the school and/or specific curricular programs since NMHS' last WASC Self-Study in 2018 through collaborative discussion and reflection with various school-wide educational partners.

New Staff/Staff Turnover

NMHS has experienced a myriad of turnovers in administration, faculty, and staff since the last full self-study in 2018. Note, that this turnover was not limited to NMHS, as NUSD has secured a new superintendent, cabinet, and Board. There has been a total turnover of 12 principals, ten assistant principals, and four superintendents since the last Self-Study. Since the last full self-study, over half of the faculty left, many of these veteran teachers with 20 years or more experience. In recent years, however, the number of faculty leaving has been reduced; rather, if teachers leave NMHS, it is due to Reduction in Force (RIF's). Special Education staff have experienced a complete turnover. Though there were varying reasons for SPED instructor turnover, the majority left to join higher paying districts. As a result, the department's experience is limited in comparison to other departments. Similarly, only two members of the current site administration have been at NMHS for three years each. One additional assistant principal was hired, and he replaced an assistant principal who was assigned to assist the middle school. The current three site administrators have a combined experience of 89 years. This has been instrumental in maintaining stability.

Restorative Practice Initiatives

For the past three years, significant time has been devoted to implementing a variety of restorative practices. Stakeholders worked closely to reinforce school-wide behavioral and academic expectations, including SEL, through the reinforcement of PBIS and SLO's. When necessary, Tier II practices were implemented within Club 400 and Saturday School. Club 400 was a previously used program that is similar to In-School Suspension. Students assigned to Club 400 and Saturday School not only work on classwork, but also meet with administration and counselors. Similarly, should students be sent to the office for disciplinary reasons, administration and counseling sit with students first to review transcripts, current grades, and attendance. After reviewing student progress and goals, discipline is addressed accordingly.

PBIS

Working with the School Site Council (SSC), NMHS identified several initiatives to recognize staff and students. Many of the initiatives have been implemented, and have been found to be instrumental in improving staff and student morale. Last year, SSC allocated its remaining balance to be used for PBIS rewards and acknowledgements, \$42,600. Students and staff received NMHS t-shirts, and staff received other merchandise. In recent years, unless a stakeholder was involved in a specific group or athletics, there was no way to receive or purchase school-related items.

Currently each week, students are identified by faculty and staff for being caught doing something exceptional. They receive a Cougar PRIDE slip, which can be turned in and be redeemed through a random drawing. Similarly, students can be recognized as Very Important Cougars each month. These students are identified by employees, they receive a certificate, and they are treated to McDonald's.

Newark Memorial High School ACS WASC/CDE Self-Study Report

1:1 Chromebook Devices

After COVID, the District implemented an initiative to ensure that each classroom had enough Chromebooks to support students in each classroom at any given period. Since returning, these devices have become antiquated; ESSER funds were used to replace 85% of antiquated devices. Currently, the District has implemented an 1:1 device initiative that will roll out beginning with freshmen and sophomores during Fall 2025. Each incoming class beyond will have the ability to check out a device in their name during their time at NMHS.

Student Professional Development

In an effort to align SPSA goals with student needs, identified by staff, NMHS has spent two years implementing various assemblies that reinforce the SLO's and what is perceived as required dispositions coming back from COVID. Along with restorative practices, Challenge Day for freshman and Resiliency Training for all students has been incorporated. ASB coordinated opportunities for regional and national guest speakers to meet with students to discuss issues that are important to Newark youth. These guest speakers work with NMHS students to make them aware that, despite their differences, students have more in common than what they perceive. Also, students are encouraged to overcome perceived and real obstacles that prevent them from achieving their short- and long-term goals. These assemblies became very popular among students—often filling to capacity. Student feedback is positive, and these opportunities will continue to be offered.

Budget Deficit

As of 2023, NUSD experienced a \$17 million deficit shortfall. In order to combat these deficits, it has required significant cuts in personnel and programs. Currently, the deficit remains at \$3 million. It is expected that NMHS will lose up to 15 teachers over these two school years. As noted earlier in the introduction, NUSD is in declining enrollment; as families either leave or graduate, those who purchase property in Newark typically work in the tech industry and either do not have children, or they enroll their children in private schools.

As of the most recent local election, NUSD passed a bond measure that is expected to bring in up to \$250 million in revenue to improve additional facilities.

Facilities

Last year, the District addressed HVAC, outdoor locker, and walkway concerns. Although not entirely improved, concerns have been initially addressed. Further, efforts are being made to improve the football facilities. Currently, the track and field are being replaced with artificial turf and new track.

Benchmarks

COVID interrupted the progress made towards the development of department-wide benchmarks. The present administration has required that departments meet twice monthly to develop quarterly benchmarks, to analyze data, and determine how to re-teach areas of weakness. NMHS academic departments have completed this process over one year. Faculty recognizes that this process is in its infancy, but is necessary for developing a process that aligns instruction with assessment, and evaluation course-wide.

Summary of Progress on Each School-wide Action Plan/SPSA that Incorporates Growth Areas From the Last Full-Self-Study

The following WASC Action Plan Goals were developed prior to COVID. No administrator, both at the site and District Cabinet level are still present. Similarly, less than half of NMHS' faculty were present when these goals were developed. It can be surmised that these goals no longer reflect the vision of the District and site due to frequent turnover. Although NMHS and NUSD have revised their SPSA and LCAP respectively, it may be difficult to completely assess progress due to administrative turnover.

WASC Action Plan Goal #1: Raise student achievement by increasing the passing rate of students taking Math and English courses by 3%, and reduce achievement gap between high performing groups and lower performing groups in all content areas.

WASC Action Plan Goal #2: Increase the achievement rate of our Special Education and English Language Learner students in their general education classes.

WASC Action Plan Goal #4: Prepare and guide students for post-secondary readiness:

- Be successful at junior level SBAC Math and English test with Ready and Conditionally Ready
- Be successful in AP tests to receive college credits before entering college, eventually saving money in college
- Receive a wide range of college and career information
- Students will receive CTE credits with graduation credits

LCAP Goal #1	Promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career ready by: a. Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence. b. Ensuring students are engaged in grade-level content/instruction. c. Establishing protocols that support a school-wide systemic approach to formative assessments and use the data to affect instruction.	
SPSA Goal #1	Every classroom and program at NMHS will promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career ready by: a. Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence. b. Ensuring students are engaged in grade-level content/instruction. c. Establishing protocols that support a school-wide systemic approach to formative assessments and use the data to affect instruction.	
Progress: <u>Ongoing PD for SPED and Core Subjects:</u> Faculty participated in a variety of PD aimed at empathic instruction, engagement, and restorative exercises. Those who teach AP, Puente, and MCA participated in regular training as it related to their discipline. SPED teachers, under the guidance of the current Director of Special Education, receive training to improve their skills in developing effective goals and overseeing IEP's.	Impact: SPSA allocated significant funding for PD. Significant resources have been allocated towards SPED and EL. Faculty receive District-led PD twice yearly. Recent focus has been in alignment with District initiatives. AGS textbooks are used as supplementary materials. Sources have diminished over time; significant resources have	Evidence: <u>Monthly Faculty and Staff Meetings Agendas</u> <u>2023-2024 SPSA</u> <u>Staffing Matrix</u> <u>ELPAC Prep Talk</u>

Newark Memorial High School ACS WASC/CDE Self-Study Report

<u>Provide PLC Time for Departments to Develop Quarterly Benchmarks:</u> Faculty is encouraged to meet both departmentally and within PLC's twice monthly. After COVID and with the current administration, quarterly benchmarks had become a focal point from which those who teach courses were expected to develop benchmarks that would help to align instruction to pacing guides. <u>Improve EL Outcomes:</u> Within ELD classes, EL students are taught strategies that will help them to Reclassify (RFP). ELD teachers work with assigned levels, and they work with students to identify weaknesses and determine ways to improve ELPAC scores. <u>College-Career Readiness:</u> Since the development of this goal, faculty have diligently worked to identify students who may seek to join specific pathways (MCA, OCC, Puente, AP, CTE). Although students ultimately choose their pathways, faculty review attendance and grades, and they seek effective ways to market their programs.	been allocated for SPED through the new SPSA to ensure that teachers have enough materials and textbooks for students. Link Crew was a strong program at the time this goal was developed, but as faculty left, efforts were made to identify new faculty and to keep the program to support faculty and new students. Departments use PLC time to develop, implement, and analyze results of their benchmarks to ensure validity of questions among sections. Most recently, Algebra I and Spanish I have begun conversations to develop optional entrance exams that may be used to identify incoming freshmen who may demonstrate promise in enrolling in higher level courses. Some procedures are currently in place; however, exams do not necessarily exist, particularly in Spanish. The District employed a District-level coordinator to oversee ELD, but that position has since been eliminated. NMHS employs a full-time EL aide, and it was able to allocate one period to an English teacher who oversees the program as the Site Coordinator. Training and program implementation have been substantial this year: Summative K12 test prep was recently purchased, this is the second year staff of all departments have been allowed to attend CAFE, and ELD training	
---	--	--

Newark Memorial High School ACS WASC/CDE Self-Study Report

	through CENGAGE is being planned for this fall. MCA and Puente regularly take students on college visits. Similarly, funding was expended to support texts, technology, and parent nights to develop family partnerships. OCC Ohlone College Connections provides students with dual enrollment high school/college during their senior year in high school, advancing their matriculation to college courses. OCC adheres to the NUSD Vision Statement: Newark Memorial seeks to create a progressive, challenging education that encompasses college and career readiness. Through the cultivation of these skills, NMHS/OCC students will be successful in college and return to revitalize their home communities using their college degrees as professional entrepreneurs. Graduates will be self-confident, self-disciplined, successful, proactive leaders who excel in high school, college, and beyond. Funding was allocated to support teachers with PAWS Intervention; hardware and software was purchased to document attendance. NMHS worked with Ohlone College, MVROP, and District personnel to refine pathways. Students at-risk of graduation continue to be provided APEX online software for credit recovery.	
--	---	--

Newark Memorial High School ACS WASC/CDE Self-Study Report

WASC Action Plan Goal #3: Increase student engagement in the areas of Academics, Attendance, Behavior, and Mental Health.

- Behavior and Mental Health: COST
- Counselors, PBIS Attendance: Auto Dialer, SARB, Attendance Notification
- Academics: Professional Learning Communities, FLEX time, Tutorials

LCAP Goal #3	Establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, and results in students and families feeling safe, welcomed, and valued members of NUSD by: - Continuing to ensure basic services are maintained (i.e. upkeep of facilities, instructional materials, credentialed teachers). - Providing and ensuring equitable access to a broad course of study - Restoring/building trust and a deep understanding of collective work	
SPSA Goal #3	Every classroom and program at NMHS will establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, and results in students and families feeling safe, welcomed, and valued members of NMHS by: - Continuing to ensure basic services are maintained (i.e. upkeep of facilities, instructional materials, credentialed teachers). - Providing and ensuring equitable access to a broad course of study - Restoring/building trust and a deep understanding of collective work	
Progress: <u>Create a Positive, Inclusive Culture:</u> NUSD, working with Alameda County of Education (ACOE) oversight, formulated a Coordination of Services Team (COST) partnership that would include school administration, academic counselor, and mental health clinicians. Collectively, they oversee referrals and make recommendations. Proactive Workshops (PAWS) was carved into the schedule that enabled students to either receive intervention, enrichment, catch up on work, or retake missing exams (originally referred to as FLEX). Offered on Block Days, students have access to 45 minutes of support, depending on their needs. Counseling and Administration	Impact: Over 200 students are screened and evaluated for mental health resources annually. The COST group meets weekly to review referrals, update information, and ensure appropriate personnel and programs are utilized based on medical insurance needs. PAWS continues to be evaluated these past three years. The use of PAWS has changed significantly over time, and it is not used with fidelity. Often students are marked absent, and most classrooms use the time for a study hall environment. Discussions between NTA and NMHS about student engagement have been ongoing. At-risk students are identified earlier. The STAR Team	Evidence: <u>Safety Committee Folder</u> <u>Clubs & Athletics Questionnaire</u> <u>PRIDE Assemblies</u> <u>COST Referrals</u> <u>COST Presentation</u> <u>Orientation: PAWS</u>

meet during Student Academic Team (STAR) Meetings to review behavioral and academic concerns with identified students. <u>Provide Advisors for Various Clubs:</u> Although the number of clubs vary year-to-year, traditionally, there are 60 clubs available for students to join. Of the clubs that require additional evening supervision, like Puente, Rocketry, and Robotics, SSC allocated stipends at one time. <u>Provide PAWS-time to Ensure Academic Support in the Content Areas:</u> PAWS has evolved over ten years. After the 2018 visit, the superintendent directed the site to use PAWS time for study hall. As a result, numerous teaching activities stopped, resulting in students being warehoused for homework. Subsequently, an MOU with NUSD and NMHS was created that outlines certificated responsibility during this time. As a result, PAWS has evolved into something different than what it was originally intended to support. <u>Safe and Well-Equipped Classrooms to Ensure Student Engagement:</u> Since the last full Self-Study, all classrooms are equipped with Smart Boards and devices that can lock building doors instantaneously.	determines efforts to better engage students, whether programmatically or through COST referrals. As a result, students who are credit deficient, or require learning environments that provide greater focus, like continuation school, are identified. Determination for next steps is completed with a family partnership. As a result, graduation rates have positively increased overall for NHS and BHS. The Safety Committee seeks to meet monthly to identify concerns and strategies for ensuring staff and student safety. Faculty agree that significant steps have been made; however, there is much work to still be done.	
---	---	--

Newark Memorial High School ACS WASC/CDE Self-Study Report

Monthly safety drills for evacuation are scheduled annually, focusing on different issues. Similarly, for the past two years, a Safety Committee, composed of administrative, certificated, and classified employees, started to meet and discuss site safety concerns and needs.		
---	--	--

WASC Action Plan Goal #5: Increase parent, community, students, and all stakeholder engagement in the areas of communication, parent education, and school involvement.

LCAP Goal #2	Promote a culture of community and partnership among the parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by: a. Providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities b. Supporting the implementation and monitoring of COST services across the district and support Mental Health and SEL c. Enhancing and/or aligning PBIS implementation across the district	
SPSA Goal #2	Every classroom and program at NMHS will promote a culture of community and partnership among the parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by: a. Providing multiple opportunities for parents/guardians to participate in leadership and/or decision making activities b. Supporting the implementation and monitoring of COST services for students and supporting Mental Health and SEL c. Enhancing and/or aligning PBIS implementation across classrooms.	
Progress: <u>Increase Parent Involvement:</u> Parents are encouraged to participate at NMHS through a variety of means: volunteering, PTSA, Athletic Boosters, SSC, D/ELAC, Padres Unidos, and LCAP. Parents are often on campus assisting in areas of interest and expertise. <u>Increase Attendance While Decreasing Discipline:</u> NUSD purchased rights to A2A, a software program that monitors attendance and notifies	Impact: With greater consistency in staffing and administration, there has been significant gains in parent participation. Translators are available at most meetings. The implementation of a new program has improved accuracy for supporting office personnel	Evidence: <u>PTSA</u> <u>SSC</u> <u>Padres Unidos</u> <u>A2A</u>

Newark Memorial High School ACS WASC/CDE Self-Study Report

schools when an attendance letter is triggered. Likewise, in consideration of the California School Dashboard, efforts have been made to find ways to better connect students with the School. <u>Promote Culture of Mental Health and Drug Awareness:</u> Since the last full Self-Study and COVID, ACOE has worked closely with NUSD to ensure that students have access to mental health support. Weekly COST Teams assess student needs and identify appropriate measures for support, whether it be mental, tobacco, or drug supports. ACOE does not financially support counseling for students without medical. NMHS and NUSD have funded one (1) therapist to work with students that do not qualify for ACOE services. <u>Aligning PBIS Across Classrooms:</u> PBIS supports have been strategically implemented since the last self-study. SEL lessons have been taught during PAWS, COST identifies appropriate supports, and recognition opportunities have been updated over the course of three years. <u>Increase Incentives and Motivational Speakers:</u> On average, NUSD brings a trainer to work with staff to better identify how they may engage students. NMHS' SSC has allocated significant funding to support and train underclassmen, as seen through Challenge Day and Resiliency.	in ensuring both letters are mailed and meetings are held in a timely manner. Over 350 NMHS students receive support through COST referrals annually. SSC most recently allocated \$46,200 of its remaining 23-24 SPSA funds to be used for student recognition. Cougar Pride incentives: Students are nominated by staff and are recognized both weekly and monthly. Although in its initial phase, additional measures have been identified and are ready for implementation next year. A mission the past two years have been to better engage staff and students to the school community. Finding ways to connect stakeholders is critical as the school continues to develop routines and procedures	<u>COST</u> <u>SPSA 23-24</u> <u>SPSA Spreadsheet</u> <u>Very Important Cougar</u> <u>Resiliency</u> <u>Challenge Day Adult</u> <u>Challenge Day Student</u>
---	--	---

Newark Memorial High School ACS WASC/CDE Self-Study Report

<u>Strengthen COST and SST Protocols:</u> COST members who meet weekly reflect representatives of ACOE, NMHS, mental health clinicians, and drug counselors. NMHS Administration collaborates with SPED, and it uses SST protocols as requested.	that support stability in personnel and expectations.	<u>To DO's</u>
---	---	----------------

All growth areas for continuous improvement are included in the SPSA.

CHAPTER II: School Profile and Supporting Data and Findings

Brief History of the Community Served by the School

Newark Memorial High School (NMHS) is a four-year comprehensive high school in the Newark Unified School District (NUSD). NUSD serves over 5,700 students in grades K-12 who reside both within its city and inter-district transfers in the surrounding East Bay communities of Union City and Fremont. NUSD comprises six elementary schools, one middle school, one comprehensive high school, and one continuation high school that also oversees one independent study and adult school. The District seeks to meet the needs of its diverse student population through a wide variety of programs including Special Education, English Language Development, Dual Enrollment, junior varsity and varsity athletics, Visual and Performing Arts, Advanced Placement, CTE, MVROP and many others.

According to 2020 Census data, Newark has a population of nearly 48,000 within 14 square miles. Newark is nestled between the Southern Shoreline of the San Francisco Bay; the Dumbarton Bridge, Highway 84; and Fremont, both along Interstate 880 and from the south. Located on the edge of Silicon Valley, Newark's major industries are education, technology, distribution, and service. The largest employers within Newark are NUSD, Logitech, Risk Management Solutions, and WorldPac. The median sale price for homes in Newark are \$1.2 million. Conversely, the median household income is \$144,000, and per capita income over the last five years is \$53,000. The ethnic makeup of the city does not necessarily reflect that of NMHS. Of the nearly 48,000 residents, the racial makeup of the city is: White, 34%; Black, 4%; Native American, 0.7%; Asian, 40%; Pacific Islander, 1%; Hispanic or Latino, 35%; Other, 12%; Two or More, 8%. Although the city continues to embrace new housing development, the District continues to experience an annual decline in enrollment.

NMHS is located in a suburban, mixed income community, whose age distribution within the city is relatively balanced. Its demographic and ethnic makeup reflects greater diversity when compared to other suburban cities of equal size within the state. This leads to a positive school climate that prides itself on inclusion, respect and acceptance across the student body, faculty and staff. Cultural diversity is regularly celebrated on campus, particularly during its annual Hands Across Time & Space (HATS) assembly. HATS is an assembly that celebrates dances of each culture enrolled at NMHS. Arguably, this lends itself well to the preparation of students to be productive citizens who have the ability to work collaboratively with diverse groups of individuals. There is a real sense of community at NMHS, which can be seen in the supportive environment and strong sense of Cougar PRIDE shared amongst students and staff.

Newark is a city with strong community ties with the high school and the community intricately connected. NUSD and the City work closely together to the benefit of students. Alumni and community leaders serve as athletic coaches for the high school and community leagues. The City prides itself on being close-knit and actively involved; Newark embraces a small-town feel. Attendance at local community and high school athletic and extracurricular events is significant. Community involvement with the school allows for this genuine connectedness and provides Newark youth with a collective group working to support student successes in various capacities. Local businesses, charitable, and service organizations assist with fundraising activities, including annual senior scholarships. There are both site and local scholarship programs that annually award graduating seniors amounts between \$300-\$2,500.. There are various booster programs attached to athletics, band, theatre, and clubs that benefit from the support of local businesses and community members.

MVROP coordinates efforts on behalf of NMHS and other high schools within Union City and Fremont. This collective partnership affords NMHS students greater career-oriented opportunities than what would normally be available otherwise. ROP partners with local tech and other industry giants to provide

students internship opportunities. Many that demonstrate great promise in their craft are employed immediately after graduation. Tesla is one of the more significant recruiters. Easily stated, students take pride in both their community and the high school.

Mission Statement

Supported by an active and unified community, NMHS educates and empowers its students with real-life pragmatic skills necessary to succeed in the 21st century. The school seeks to support this approach through preparing students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of cutting-edge technology. NMHS is equally committed to the education, development, and socio-economic success of all students.

This mission is achieved in a student-centered environment that fosters life-long learning, cross-cultural competency, social responsibility, and academic excellence. Using critical pedagogy, these family, community, and school elements are aligned to foster these values.

Vision Statement

Newark Memorial seeks to create a progressive, challenging education that encompasses college and career readiness. Through the cultivation of these skills, NMHS pupils will be successful in college and return to revitalize their home communities using their college degrees as professional entrepreneurs. Graduates will be self-confident, self-disciplined, successful, proactive leaders who excel in high school, college, and beyond.

Necessary Dispositions for a Member at NMHS

NMHS' mission and vision statements are in line with current research and educational practices. The School's underlying philosophy engenders the belief that all students can learn when they feel connected to a community. This vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

The Newark Memorial Student, an educated person in the 21st Century, will demonstrate college and career readiness and ability to use technology in a number of ways including but not limited to:

- Ability to identify areas of interest, formulate questions, research topics, and set goals
- Literacy and competency in reading, historical context, mathematical reasoning, scientific processes, technology and inter and intra-personal interactions
- Ability to critically analyze evidence
- Skill in written, oral, and creative self-expression
- Proficiency in self-reflection, self-assessment, and giving and receiving feedback
- Enthusiasm for learning and self-motivation

Additionally, NMHS students are “agents of change”; individuals who will continue to positively impact their local community. Graduates will be confident leaders who will excel in college, careers, and beyond. NMHS has identified four goals that describe what it means to be an “agent of change” and an educated person in the 21st century.

Newark Memorial High School ACS WASC/CDE Self-Study Report

Goal #1: Newark Memorial Students will be College-Directed Learners 1. Able to think critically and analytically to understand complex concepts across the curriculum 2. Meeting A-G requirements and prepared for college 3. Knowledgeable of college requirements and the application process 4. Knowledgeable of career field choices and educational pathways	Goal #2: Newark Memorial Students will be Cultural Learners 1. Aware of cultural difference, unique group histories and diverse perspectives 2. Exposed to world languages and able to understand the dynamics of language and culture 3. Able to communicate with sensitivity within and across diverse communities 4. Proficient in the ability to apply critical pedagogy within the classroom context and outside of school
Goal #3: Newark Memorial Students will be Innovative Leaders 1. Able to model ethical behavior through involvement in school function, clubs and committees 2. Able to contribute to the success of individuals and their community through voluntary service 3. Effective oral communicators in distinct situations 4. Informed participants in the democratic process	Goal #4: Newark Memorial Students will be Lifelong Learners 1. Responsible, mature decision-makers 2. Goal-oriented in their personal pursuits 3. Able to integrate multiple uses of technology, including emerging technologies 4. Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of an effective school. To ensure that students receive personalized attention, NMHS functions based on its principle core values, change theory, and academic model which have evolved for the past 41 years.

Learning occurs best over time, with related experiences building upon each other and resulting in both increased breadth and depth of understanding. Research and investigations of the learning process completed by John Dewey, Margaret Meade, John Holt, David Elkind, Harvey Daniels, and Paulo Freire demonstrate that relevant, authentic experiences with real questions and problems, using higher levels of Bloom's Taxonomy and critical pedagogy, result in an engaging, enthusiastic process. This is demonstrated through the following:

An Unwavering Belief in all Students' Potential: All students can be successful learners if provided an excellent academic environment:

- Provide tiered support for all students through a multi-tiered Response to Intervention (RtI) approach
- Invest in local clinical services to support retention and success of students facing challenges
- Provide enrichment courses for all high achieving, gifted students that are best suited to individual needs

Passion for Excellence: Increase in excellence through all endeavors; success demands singleness of purpose:

- Use technology and assessment data to provide educators a platform to drive instruction
- Continual focus on results and frequent feedback
- Maintaining an atmosphere of collegiality and professional collaboration

Personal Responsibility: Demonstrate high moral integrity through personal initiative, responsibility and accountability.

Respect for Others and the Community: Respect others through interactions with positive implications in the local community:

- Foster positive, collaborative school culture
- Create opportunities for students to develop self-discipline, cooperation and respect for others in all facets of life
- Develop and maintain effective community partnerships
- Cultivate the School's mission and vision into its core values

All Stakeholders are Critical in the Education Process: Students are empowered in their education when all stakeholders embrace a life-long learning approach:

- Encourage frequent opportunities for engagement among stakeholders
- Host parent education workshops that will embrace future opportunities for positive engagement
- Ongoing satisfaction surveys that assess stakeholders' opinions and areas of improvement

NMHS has set forth the following to guide its Theory of Change:

- *Commitment to Serve All Students.* NMHS is committed to ensuring that all students will be academically and socio-emotionally successful, whatever it takes. The School is committed to servicing the needs of all students, through seeking to reaffirm their commitment to self-advocacy, developing academically, excelling in a college preparatory environment, and being career ready. As a result, stakeholders at NMHS embrace this philosophy, and as a result, many achieve greater results than their peers located in adjacent school districts, when considering standardized test scores, graduation and A-G rates, and college matriculation.
- *Highly Effective Teachers.* Administration and Staff value the mission that highly qualified professional educators should model academic and technical competence, an appreciation of diverse abilities and cultures in schools, in the community, and other professional settings, through the lens of a servant leader. Servant leadership is a leadership style that prioritizes serving others over the leader's own needs or the organization's success. Servant leaders focus on developing their team members and creating a supportive environment. The staff finds that constructivism, reflective practice, and critical perspective merge to inform the School's mission statement. NMHS finds value in constructivism because it believes students should and do create their own knowledge by connecting new information with prior knowledge. Such knowledge is created through active inquiry, discussion, and collaboration with others. In this setting, educators are facilitators, not the dispensers of knowledge. As a result, the School embraces a reflective teaching model because it believes that the practice of teaching can and should be informed by reflection on practice. In this setting, the teacher becomes a life-long learner, one who is continuously analyzing reasons for success and disappointments, so that future practice may be improved.

NMHS finds value in employing a critical perspective. Educators can only serve as advocates for students if they have been exposed to the social and political facts of their lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

The Council for Accreditation of Educator Preparation ("CAEP") defines professional dispositions as *the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.* CAEP expects institutions to assess professional dispositions based on

observable behaviors in educational settings. The two foremost professional dispositions that CAEP expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education may identify, define, and operationalize additional professional dispositions.

The following nine values and commitments are embodied in NMHS' philosophy for effective educators. The professional dispositions the School expects its educators to demonstrate are:

1. *Integrity.* The School envisions teaching as a profession where practitioners demonstrate integrity. It defines integrity as the adherence to a moral code that includes a positive attitude, dependability, honesty, and respect for others.
2. *Responsibility.* The School envisions teaching as a profession where practitioners demonstrate responsibility. It defines responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability.
3. *Self-efficacy.* The School envisions teaching as a profession where practitioners exhibit the quality of self-efficacy. It defines self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development.
4. *Open-mindedness.* The School envisions teaching as a profession where practitioners demonstrate open-mindedness. It defines open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others.
5. *Reflexivity.* The School envisions teaching as a profession where practitioners employ reflexivity. It defines reflexivity as the willingness and capacity to reflect upon one's practice for the purpose of improvement.
6. *Collaboration.* The School envisions teaching as a profession where practitioners value collaboration. It defines collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies, and others to accomplish common goals.
7. *Flexibility.* The School envisions teaching as a profession where practitioners demonstrate flexibility. It defines flexibility as adaptability.
8. *Caring.* The School envisions teaching as a profession where practitioners demonstrate caring. It defines caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them.
9. *Social Justice.* The School envisions teaching as a profession where practitioners engage in efforts that promote social justice. Social justice is defined as the recognition of inequities and barriers that affect all people and the desire to lessen the effects, so as to provide equitable opportunities for all students to learn and develop.

Strong School Leaders. Individual coaching and professional development opportunities are provided to all staff. NMHS believes that educators who engage in effective professional development improve their skills and student learning increases. Ideally, opportunities are intensive and collaborative, incorporating an evaluative stage.

Culture of Transparency, Performance, and Accountability. NMHS maintains a results-oriented professional school culture. During PLC sessions, resources are allocated to ensure student achievement data is used to inform needs and to drive instruction. LCFF resources are allocated to support this model in order to develop innovative, instructional practice.

School-wide Learner Outcomes

NMHS' School-wide Learner Outcomes give purpose to work performed daily. Faculty and staff strive to graduate all students and to prepare them to be college-and-career ready through offering a myriad of pathways from which this may be achieved. Administration and departments regularly evaluate course offerings and collaborate together to build a master schedule that provides students with greater opportunities to meet college and career indicators. Students may enroll in courses that are within one of the following programs: Dual Enrollment; CTE; AP; MCA; College Prep; and OCC. While each seeks the same goal, college and career readiness, their approaches uniquely match individual student needs.

PRIDE, NMHS' SLO's, articulate the expected school-wide behavioral and academic dispositions. More specifically, the figure below is posted in each classroom and throughout campus. These posters are integrated into lessons and are the fabric which is woven into the school's culture. Student academic, behavioral, athletic, and classroom contracts elicit contractual expectations between stakeholders at NMHS. Further, without hesitation, PRIDE is expected to be articulated through each verbal and physical interaction as well as visually represented both inside and outside of the classroom. For example, NMHS' athletic program oversees 44 athletic teams. Student-athletes participate in Champions of Character, a program that explores building capacity within others through the dispositions encompassed in PRIDE.

NEWARK MEMORIAL HIGH SCHOOL  Cougars Show PRIDE! 					
	Participation	Respect	Integrity	Drive	Excellence
CLASSROOM	- Be on time - Be prepared - Be engaged and enthusiastic	- Be polite and kind - Be understanding of others - Use appropriate language - Use appropriate cell phone etiquette	- Do the right thing - Exhibit honesty in everything you do - Be accountable for your own actions	- Set S.M.A.R.T. goals - Give your best effort - Be the best version of yourself	- Believe in yourself and others - Complete high quality work - Imagine, create, innovate
CAMPUS	- Clean up after yourself - Prepare for your next class / activity - Get involved in positive campus activities	- Treat others as you wish to be treated - Use appropriate language at appropriate volume - Keep hands, feet, and objects to yourself - Admire posters / artwork with eyes only	- Take ownership of your words and actions - Make sure you're on time - Do the right thing even when no one is looking - Exhibit honesty in everything you do - Build a good reputation for yourself	- Use your time wisely - Take steps to reach your goals - Monitor your academic progress - Seek assistance to achieve your goals - Advocate for yourself	- Help others in need - Be friendly and positive - Represent yourself and your school with class - Always look to grow - Believe in yourself
COMMUNITY	- Engage in extracurricular activities - Do your share of community service	- Use positive language - Behave safely towards self and others - Honor yourself and others as a valuable member of your community	- Be honest and trustworthy - Help others in need	- Move forward together as a community - Improve your community - Use your leadership for the greater good	- Perform your civic duty - Represent your school with R.R.I.D.E. - Help make Newark a place to be proud of

During the past two years, stakeholders have made a concerted effort to grow its PBIS campus culture, as an extension of PRIDE, to connect every student to the campus community. Behaviorally, student behavioral referrals and suspension rates have decreased as the school year progresses. Faculty and staff recognize students monthly. These students receive certificates and are tangibly rewarded based on provided feedback. Students are escorted to the local McDonald's and Starbucks, where they receive food and drink. Students hail it as a great success; faculty and staff have seen intense gains in positive behavior. As such, local community organizations partner with NMHS to support these initiatives. As a result, investment into PBIS and Very Important Cougars [VIC (monthly award nominees)] has substantially grown. The value of this program increased through PBIS announcements, while teachers facilitated

Newark Memorial High School ACS WASC/CDE Self-Study Report

purposeful lessons that made PRIDE purposeful within the classroom. NMHS initially recognized 15 VIC's monthly; in recent months, this number grew to 100.

High School Programs and Graduation Requirements

A student must earn 230 units of credit and satisfy the subject requirements listed below to receive a diploma of graduation at NMHS. "A-G" requirements are courses that students are required to take in high school to meet University of California (UC) and California State University (CSU) eligibility requirements. Most four year private institutions and out-of-state colleges and universities maintain similar requirements. Each course presented in the annual course catalog indicates which courses meet A-G requirements.

Department	"A-G" Requirements UC/CSU Eligibility	Newark Memorial High School
Social Science (History)	Area A 2 Years (World History, US History, US Government)	30 credits Ex: World History, U.S. History, U.S. Government/Economics
English	Area B 4 Years	40 credits (4 Years)
Mathematics	Area C 3 Years (4 Recommended)	30 credits (3 Years) Ex: Algebra 1, Geometry, Algebra 2
Science	Area D 2 Years (3 Recommended)	20 credits Ex: Biology & Chemistry
Modern Language	Area E 2 Years of the same language	20 credits
Visual & Performing Arts	Area F 1 Year	10 credits
Electives	Area G 1 Year of college preparatory elective	60 credits
Physical Education	N/A	20 credits
		Total: 230 Credits

Staff Description

NMHS has 60 certificated teachers, three counselors, and three administrators. There are an additional 60 classified staff members who support students in a variety of areas such as classroom aides, custodial, cafeteria, clerical, and safety supervision. There is a School Resource Officer (SRO) who is assigned to NMHS.

Student Demographics

Student Enrollment by Grade

School Year	9th Grade	10th Grade	11th Grade	12th Grade	12+	Total
2024-2025	354	333	319	348	6	1,360
2023-2024	342	341	354	359	6	1,402
2022-2023	340	399	364	357	3	1,463

Student enrollment by grade remains relatively similar across grades, despite ongoing significant attrition.

Newark Memorial High School ACS WASC/CDE Self-Study Report

Student Enrollment by Gender

Gender	Population #	Population %
Male	730	54%
Female	626	46%
Non-Binary	4	0.3%

NMHS' enrollment is in decline for a variety of reasons:

- Families moved away since COVID
- Students are disenrolled in earlier grades and do not matriculate into the high school
- Negative perceptions of the school and/or district
- Aging population has no more children attending school
- New home buyers work for local tech industry and do not have children

Student Enrollment by Ethnicity

School Year	African American	American Indian or Native American	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Multiple or No Response
2024-25	3.7%	0.3%	13.2%	9.8%	62.1%	2.5%	10%	9.3%
2023-24	3.6%	0.1%	15.4%	10.1%	53.3%	1.7%	9.7%	6%
2022-23	2.9%	0.3%	14%	10.1%	55.2%	2.6%	9.4%	5.4%

Similarly, the fabric of the demographic composition of the student body is unique, as it is not reflective of districts surrounding Newark.

Subgroup Breakdown

School Year	English Learner	Socioeconomically Disadvantaged	Foster Youth	Students with Disabilities	Homeless
2024-25	22.2%	47%	0.2%	14%	2.5%
2023-24	16.8%	46.8%	0.3%	14.1%	2.6%
2022-23	18.3%	44.44%	0.2%	13.3%	2.5%

The data above identify two emerging factors. First, NMHS' SwD population is greater than the District's overall average. Second, students who qualify for the Federal Reduced Lunch Program (FRLP) are

Newark Memorial High School ACS WASC/CDE Self-Study Report

reflective of neither Newark's median household income nor its median sale price for homes. Clearly, the high school's demographic data is not reflective of the city overall.

School Attendance (ADA)

School Year	2024-25	2023-24	2022-23
ADA Percentage	96%*	93.29%	94.6%

* Note that this reflects through February 2025

Despite differences with other districts, Average Daily Attendance (ADA) remains high when compared to other high schools across the state.

Data and Implications

An important aspect of NMHS' program is the constant monitoring, disaggregating and evaluating of school and student achievement data. Administration seeks to prioritize the sharing of data with the SSC, staff, parents and students frequently over the course of every school year.

Academy/Pathway Enrollment

NMHS has five pathways and one academy that students may choose when seeking their diploma track.

Media Communications Academy

MCA has been available to students for 24 years since August 2001. Students are admitted to the academy after being identified as academically at-risk or demonstrating interest in media arts. Overseen by five faculty members, students are homogeneously placed in the same courses by grade and matriculate through core and CTE courses together. Students who complete the program will demonstrate mastery of core academic content through the use of media arts and technology. Similarly, students receive CTE certification in audio/visual as well as Adobe certifications, while earning college credits in the capstone courses. MCA receives two grants from California Partnership Academy and Perkins.

Advanced Placement

Students have access to over 20 AP courses. 50% of the student body enroll in at least one AP course. Of this, approximately two-thirds of students take at least one AP exam.

The following chart reflects the percentage of students who enrolled in two- and four-year colleges and universities, based on self-reported senior exit surveys.

College and University Matriculation Rates

School Year	Community College	Four-Year College or University	Overall
2023-24	49%	36%	85%
2022-23	51%	35%	86%
2021-22	43%	36%	79%
2020-21	51%	36%	87%

Among the California university system, NMHS is considered an underserved school based on its location and FRL qualification. Considering this data, NMHS successfully prepares a significant population of students for university-level work. An additional unique distinction is that 80% of students are related to one or more family members who also graduated from NMHS (beyond their immediate siblings). NMHS is clearly viewed as the center of the community.

MVROP

As stated earlier, NUSD, along with FUSD and NHUSD, allocate funding to MVROP, a local consortium that oversees CTE program offerings in the Tri-City Region. MVROP offers a myriad of pathways that lead to certification. More technical classes are provided off-site, while NMHS is able to host MCA, Culinary, and Media Arts/Digital Photography courses. Juniors and Seniors are allowed to enroll in off-site courses.

Puente

The Puente Project is a partnership through the University of California, Berkeley. It is an award-winning program that assists students from underrepresented backgrounds to enroll in four-year colleges and universities. Students apply and interview for entrance into the program during 8th grade. When accepted, students are heterogeneously grouped together in one of three sections of Puente English courses. Faculty members use specific adopted curriculum to support students. During their upperclassmen years, students attend college field trips and learn about post-secondary options throughout the state. Additionally, Puente students have a dedicated counselor who supports them throughout high school.

Ohlone College Connections

For the past six years, NMHS students have had access to OCC program offerings. While under the California education system this program is known as “Middle College”, Ohlone’s unique brand for this program is called the College Connection Program.

The College Connection Program gives high school seniors the opportunity to complete their high school education on the Ohlone campus, while still enjoying and being a part of all their senior year activities including Prom, Grad Night, and most importantly participation in graduation.

Ohlone College has a partnership with FUSD and NUSD to offer the College Connection program for cohorts of high school seniors.

College Connection students take high school classes in the morning and the college classes of their choice in the afternoon, giving them the opportunity to get a head start on college, whether it be continuing at a community college or earning transferable units to a four-year college or university.

One section of seniors participate in OCC annually.

College Prep

Students seeking a diploma with NMHS have the ability to take standard courses that are “A-G”, aligned to the College Prep Pathway, that will lead to completing District requirements for graduation.

English Learner Population

The primary non-English languages spoken at NMHS are: Spanish, Farsi, Persian, Punjabi, Mandarin, Cantonese, and Vietnamese.

Newark Memorial High School ACS WASC/CDE Self-Study Report

English Language Fluency Percentages

School Year	EL	LTEL*	RFEP	IFEP	EO
2024-25	17.9%	17.9%	32%	2.3%	50.8%
2023-24	17.8%	17.8%	34%	2.4%	50%
2022-23	17.5%	17.5%	37%	2.6%	46%

*LTEL percentage is a subset of the larger EL percentage

Discipline

Unduplicated Suspensions

	2024-25		2023-24		2022-23	
Dispositions	#	%	#	%	#	%
Suspensions	55*	4%*	82	5.5%	103	6.6%
Expulsions	1*	.07%*	0	0%	0	0%
Incidents	972*	N/A	1,373	N/A	1,589	N/A

*Through March 2025

School Years 2022-2023 was impacted by significant discipline issues. The majority of incidents were related to fights and drug-related vape issues. Although these issues still exist, they are not as prevalent as during this year. Stakeholders cite that administrative consistency has positively impacted discipline issues.

Achievement Data

Students Considered College/Career Ready

School Year	# of Students Met	%age of 12th Grade Students
2023-24	167	46.6%
2022-23	155	43.5%

Prior to 2023, NMHS failed to meet the minimum threshold of 95% of students completing both the CAASPP and C7AST. As a result, the results during 2022 (and for seven years prior to 2022—less than 70% of students completed these state required exams) are not statistically valid when measuring NMHS academic performance. Current administration oversees the administration of the exams. As a result, 2023 and 2024 reflect 98% and 100% respectively tested.

Newark Memorial High School ACS WASC/CDE Self-Study Report

CAASPP: ELA Standards

School Year	Not Met	Nearly Met	Met	Exceeded	Met or Exceeded
2023-24	20.81%	22.25%	33.82%	23.12%	56.94%
2022-23	27.67%	18.44%	32.56%	21.33%	53.89%
2021-22	21.74%	22.83%	32.25%	23.19%	55.44%

CAASPP: Mathematics Standards

School Year	Not Met	Nearly Met	Met	Exceeded	Met or Exceeded
2023-24	52.6%	22.25%	16.76%	8.38%	25.14%
2022-23	57.35%	18.44%	14.7%	9.51%	24.21%
2021-22	50.19%	25.29%	16.34%	8.17%	24.51%

CAST: Science Standards

School Year	Not Met	Nearly Met	Met	Exceeded	Met or Exceeded
2023-24	14.04%	60.11%	21.07%	4.78%	25.85%
2022-23	20.05%	56.13%	17.92%	5.9%	23.82%
2021-22	14.31%	57.06%	22.9%	5.73%	28.63%

Faculty recognize that more work needs to be done to adequately prepare students for the CAASPP and CAST. Faculty are allocated PLC time to plan, develop, administer, and reflect on student performance based on departmental benchmarks. Although scores in the last two years reflect minimal growth, it is critical to note that *nearly* 100% of students completed these exams. Reviewing the last three years of growth, there is growth; academic conversations centered around testing have been more common and central to administrative direction.

ELD Redesignation

School Year	# of Students
2024-25	457
2023-24	522
2022-23	589

AP Testing

	2024	2023	2022	2021
# of Exams	749	741	698	491
Pass Rates	63.2%	55.9%	60.4%	57.8%

The number of students who take AP exams continue to rise annually. On average, students take between two to three exams.

Preliminary Student Needs

California Dashboard Indicators: Faculty and staff have placed tremendous effort in improving NMHS' performance. Within the past three years, *all* Indicators have improved. When the current administration arrived, all Indicators were either Red or Yellow. Currently, all are Green with the exception of EL Redesignation and Mathematics, which are Yellow.

EL Redesignation: NMHS has the largest population of English Learners in the District due to being the only comprehensive high school. NMHS continues to redesignate many English Learners annually; however the California Dashboard Indicator measures low. Despite this, the Indicator has moved from Red to Yellow.

Student Absenteeism: NMHS's current attendance rates are lower than the School's and District's goal of 98%. Like other schools across California, the number of students who are chronically absent has increased since COVID. Although the site's numbers have made improvements over the years where data is available, NMHS has not met its target. NMHS continues to work with students to encourage improved attendance and diminishing its chronic absentee population through the use of parent conferences, SART, and SARB.

CAASPP Scores: NMHS had a noticeable drop in its overall CAASPP related to the pandemic. Despite this, NMHS recognizes marginal improvements in its overall number of students meeting or exceeding ELA standards. NMHS' ELA scores are comparably above the state average. Yet, the greatest concerns lie in Mathematics. As the number of students not meeting the standard remains 10% below the state average.

College/Career Readiness: Just under half of graduating seniors are classified as being college or career ready. More efforts are being made to support students who are struggling in specific academic classes or who are not completing the "A-G" requirements. Some students are only completing the necessary graduation requirements and are not adequately prepared for college entrance. NMHS offers additional pathways to being college and career ready through involvement with MVROP and MCA.

CHAPTER III: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

The School has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the Governing Board and the District Local Control and Accountability Plan, the School's purpose is defined further by school-wide student goals/graduate profile and academic standards, supported by the Governing Board and the District Local Control and Accountability Plan.

A1.1 Vision and School-wide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.	
Findings	Evidence
NMHS' Mission and SPSA align with NUSD's goals for students and staff include preparing students for college and career, closing the achievement gap, and providing a safe and equitable learning environment for all.	<u>NMHS' Mission and Vision Statement</u> <u>NUSD's LCAP with Student and Staff Goals</u> <u>PRIDE Posters on Campus</u>

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.	
Findings	Evidence
Students have access to weekly tutorial support and academic recovery during PAWS. Many courses allow students opportunities to revise or demonstrate improvement. In these instances, they are given multiple opportunities to show growth and improvement. AP is designed to prepare students for college-level work. NMHS offers up to 20 different courses. NMHS houses two Moderate/Severe SPED classes and one BLAST SPED class. These classes support students with the greatest needs,	<u>Course Catalog</u> <u>Master Schedule</u> <u>Senior Exit Surveys</u> <u>NMHS Website</u> <u>Teacher Course Syllabi</u> <u>PAWS</u>

either physically, cognitively, or emotionally.	
ELD is offered to all EL students, regardless of their time in the country/school system.	

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

Findings	Evidence
Staff will review refined mission and vision statements as a group during staff meetings to revise, as necessary, to reflect student needs. Academic progress and SPSA is reviewed by SSC during the course of every given year. The Council is composed of stakeholders who represent parents, students, faculty, staff, and administration.	<u>NMHS Website</u> <u>SSC Minutes</u> PD: <u>Survey</u> and <u>Agenda samples</u> <u>Staff Meetings</u> <u>SPSA</u> <u>District Staff Development Calendar</u>

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
The Mission, Vision, and SLO's (PRIDE) goal statements are visible on the school website and in classrooms. Counselors regularly meet with students at least once annually to determine course registration, review graduation requirements and A-G requirements for college acceptance. SSC meets at least once monthly to review goals and determine how to best allocate resources to ensure goals are fulfilled. District meetings begin with reviewing Vision and Purpose statements. Parents are encouraged to ask questions and share concerns during monthly Coffee With the Principal and Padres Unidos Meetings.	<u>NMHS Website</u> <u>Annual Counseling Meetings and Events</u> <u>Counseling Website for Student Access</u> <u>SSC Minutes</u> <u>Coffee With the Principal</u> <u>Padres Unidos</u> <u>District Meetings</u>

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.	
Findings	Evidence
The Governing Board regularly meets to discuss District-related needs. Board agendas for upcoming meetings are posted on the District-website. Community members can attend in person or via live stream, and they are able to provide public comment. Board meetings are recorded and are available for review on the District website. The Governing Board establishes high school graduation requirements through Board Policy and revisits those policies as needed in conjunction with high school faculty and committees. Typically, a District Committee will comprise of affected stakeholders who will make recommendations to the school board for required revisions.	School Board Agendas and Minutes School Board Youtube

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.	
Findings	Evidence
Departments, including course specific PLC's, use common units and benchmark assessments to both plan and evaluate student achievement and progress.	Department Meeting Minutes Common Benchmark Assessments SSC Minutes

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

Findings	Evidence
Students with IEP's or 504 Plans have teams comprised of parents, faculty, administrator, and student. Teams meet annually to determine goals and reassess accommodations to ensure students are placed in the Least Restrictive Environment. SSC comprised of representatives from all stakeholder groups meet to guide learning goals with various funding streams, discuss student concerns such as safety and environmental factors that affect student learning. Athletic and Band Boosters reflect on programmatic needs and determine how to implement processes to better support students and programs. Department Chairs meet with administration monthly to discuss site-wide and departmental needs and concerns. Safety Committee seeks to meet monthly to outline concerns and identify practices that will improve communication and expectations.	<u>IEP and 504 Plans</u> <u>Padres Unidos</u> <u>PBIS</u> <u>SSC Minutes</u> <u>Band Booster Minutes</u> <u>Safety Committee Minutes</u>

A3.3 School Action Plan/SPSA Correlated to Student Learning: The school-wide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Evidence
SSC reviews the School's SPSA with site administration. The SPSA is aligned to NMHS' WASC site and District LCAP goals	<u>SPSA</u> <u>SSC Minutes</u>

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the school-wide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Evidence
Faculty and staff hold the appropriate credentials in order to serve in their specific capacity. Depending on the year, faculty receive 3-5 District- or Site-led PD's during the school year. Workshops are intended to provide relevance to pedagogy. Newer, less seasoned teachers may gain access to the District's Induction program. Teachers and counselors are evaluated through the E3 process every 3 to 5 years. Funding is allocated in the SPSA to support teachers who are encouraged to participate in PD that supports their pedagogical growth.	<u>HR CTC Credential Master List</u> <u>District-Led PD Schedule</u> <u>BTSA Faculty List</u> <u>Faculty PD Calendar</u> <u>Mandatory Evaluation Standards Domains by Classification</u> <u>E3 Planning Conference Form</u> <u>SPSA</u>

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

Findings	Evidence
NUSD partnered with outside agencies to provide targeted PD that would provide positive engagement with students through embedding a restorative justice lens to develop relevance and relationships in the classroom. Social Studies teachers are helping to pilot a new freshman ethnic studies curriculum within their classrooms and are evaluating its effectiveness. AP trainings help teachers prepare students for college and help students prepare to pass AP exams.	<u>Implicit Bias Training</u> <u>Empathic Instruction</u> <u>Ethnic Studies Meetings</u> <u>AP Scores</u>

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
Principal provides weekly events update via e-mail. Follows up with updates about procedures and expectations via site gmail group.	<u>Week of Events</u>
Information is disseminated to parents via e-mail, e-Blasts, Google Classroom, Parent Square, SSC, PTSA, ELAC, and Padres Unidos.	<u>PTSA Meetings</u>
These groups are encouraged to provide input and feedback for future meetings and for the school moving forward.	<u>Padres Unidos Meetings</u>
CTE community educational partners, MVROP leadership, including a school board representative, regularly meet and collaborate to build school-to-career relationships, experiences, and job opportunities.	<u>ELAC Meetings</u>
SSC provides a forum for all stakeholders to come together to guide site learning goals through determining funding and review SPSA, discuss student concerns that affect learning, and consider ways to improve support.	<u>SSC Meetings</u>
Faculty are encouraged to participate on various District, Site, and Union Committees. Committee members seek to provide guidance in the development of systemic practices. Members are encouraged to inform NMHS of updates that affect pedagogy and workplace environment.	<u>Curriculum Committee</u>
Periodic newsletters are sent to families from the District.	<u>Educational Services Bulletin</u>
Faculty provided administration input for information that would benefit new and current staff that outlines daily operations and provides specialized support to students. This site guide is not yet completed, but future elements will be created for SY 25-26.	<u>District Updates</u>
	<u>Site Guide</u>

Criterion A5: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the school-wide action plan/SPSA and the LCAP.	
Findings	Evidence
Each department has an annual budget to provide instructional materials. Additional requests are made to the SSC. Resources are allocated to support five Academies and Pathways which include: Puente, MCA, OCC, AP, and CTE. NUSD and NMHS have begun to collaborate with CTE partners, MVROP and OCCD, to apply for and utilize grants to support equitable STEM opportunities to all students.	<u>Master Schedule</u> <u>Department Chair Meetings</u> <u>Booster Meetings</u> <u>Departmental Budgets</u> <u>LCAP</u> <u>Puente History</u> <u>Media Communications Academy</u> <u>California Partnership Academy model</u> <u>GSPP</u> <u>Calendar of Meetings</u>

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.	
Findings	Evidence
SSC provides all stakeholders feedback on the school budget and ensures collaborative and transparent efforts to maintain expenditures. SPSA goals are aligned to the LCAP.	<u>SPSA</u> <u>LCAP</u> <u>ELAC</u>

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Evidence
SSC approved additional AGS supplemental materials to support SDC classes and the purchase of texts that offer low Lexile, high interest reading for ELD and SPED students. NUSD has developed a plan to support 1:1 personal devices for students beginning with Class of 2028. Currently, each classroom is fitted with Chromebooks. Faculty members represent NMHS on the District Curriculum Council. Departments are allocated an annual budget to update curriculum and materials. Additional funding comes from SSC to support special projects and improvements.	<u>SSC Meetings</u> <u>E-mails with IT</u> <u>Curriculum Council</u> <u>SPSA</u> <u>1:1 Distribution Plan</u> <u>Department meeting minutes</u>

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
Campus facilities are maintained through regular reviews by custodial staff and administration. One designated AP oversees campus monitors and review facilities. Technology issues are submitted through IT e-mail. Facility repairs are referred and reviewed through the District Work Order spreadsheet. An annual Facility Inspection Tool (FIT) Report is conducted every spring. Students currently have access to Chromebooks in each classroom.	<u>Work Order Requests</u> <u>District Technology Policies</u> <u>SPSA</u> <u>LCAP</u>

**Category A: Organization for Student Learning: Vision and Purpose,
Governance, Leadership, Staff, and Resources
Summary**

Areas of Strength

1. NMHS maintains a variety of diverse groups that communicate school information: PTSA, SSC, ELPAC, ASB, OCC, Athletics, Administration.
2. Communication with stakeholders is provided through multiple means: Google Classroom, ParentSquare, Synergy, WhatsApp, e-mail, telephone, mail.
3. There is a practice of regularly scheduled PLC and Departmental meetings for faculty.
4. NUSD is using allocated funds to renovate the football field and STAR Lab; this is aligned with the District and site LCAP and SPSA.

Areas of Growth

1. Continued effort should be made in working on deficient facilities issues: HVAC, Wi-Fi.
2. Significant improvement in upgrading staff and student technology is imperative to ensure effective instructional and communicative practices.
3. NMHS should update its school website and social media platforms to ensure that it connects with a broad array of stakeholders.
4. Increased communication among administration and faculty with classified staff is imperative, in an effort to support school-wide engagement and understanding of expectations.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.	
Findings	Evidence
Science courses are aligned to NGSS. NMHS offers a variety of courses to students at all levels and in various areas of interest, including ROP courses through MVROP. All core courses are aligned to the California state standards and/or AP standards ERWC classes align to CSU standards for English. Foreign Language textbooks have been updated and now correspond to the World Language Standards.	<u>Course Catalog</u> <u>California Department of Education</u> <u>AP Central</u> <u>Courses for High School Students (ROP)</u> <u>the ERWC Online Community!</u> <u>Course Syllabi</u>

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the school-wide learner goals/graduate profile, academic standards, and the college and career readiness indicators.	
Findings	Evidence
With the development of benchmarks, departments are in the infancy stage of ensuring congruence among concepts and skills taught within courses in the same department. Each spring, Counselors meet with students in English classes to review graduation requirements and course offerings.	<u>Department meeting minutes</u> <u>PLC's</u> <u>8th Grade Presentation</u> <u>9th Grade Presentation</u> <u>10th Grade Presentation</u> <u>11th Grade Presentation</u>

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Evidence
NMHS graduation requirements are aligned with A-G requirements.	<u>Graduation Requirements</u>
Faculty have shared interest in developing interdisciplinary efforts to teach shared skills within core departments.	

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

Findings	Evidence
Collaboration between departments such as projects between English & Social Science.	<u>English and French</u>
Faculty have shared interest in developing interdisciplinary efforts to teach shared skills within core departments.	<u>Historical Context in Ralph Ellison's Invisible Man</u>
Culinary Arts teacher has started to collaborate with different courses to enhance student learning and give students real world experience, including catering Arts Fair.	NMHS Arts Fair - 2/4/25
Social Studies - Economics teaches students about personal finance.	<u>NMHS English 1 College and Career Research: Life After High School</u>
9th graders complete a College and Career Research Paper in the 4th quarter.	

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
Participation in Puente, MCA, and CTE increase student awareness of programs that can assist them post-graduation.	<u>Puente History</u>
NMHS works with NUSD to offer a District-wide	<u>Media Communications Academy</u> Copy of Career Day Event Plan

Newark Memorial High School ACS WASC/CDE Self-Study Report

College and Career Fair each spring.	NMHS College and Career Center
College and Career Center facilitates opportunities for colleges and industry to showcase their programs during the school day.	Career Fair Flier
Counselors connect with middle school counselors regularly regarding prerequisite curriculum necessary for transition to high school.	Course Catalog 2024-2025 College Representatives
	Counseling Presentation -See Area E

Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

Findings	Evidence
NMHS provides students with a variety of courses and clubs to explore various career options and interests. These have used guest speakers from industry professions to help students explore career options.	NMHS Club Descriptions
MCA affords students opportunities to experience future college and career choices through guest speakers and college visits.	Media Communications Academy
MVROP connects students to local industry professionals through guest speakers opportunities recruitment fairs.	Mission Valley ROP
College and Career Center collaborates with NUSD to oversee the annual college and career fair.	
Puente students visit colleges across California during their junior and senior years.	Puente Field Trip Agendas So Cal College Tour UC Davis Puente SoCal Field Trip Information and Agenda
CTE Business Professions class students participate in mock interviews with local industry professionals.	

Counselors and College and Career Specialist have students access the California Colleges website as part of their annual counseling presentations. Students complete career inventories, research potential career options, and develop 4-year high school curriculum plans, while tracking their A-G course prerequisite progress. Administration and Counselors present to classes and inform students about expectations and upcoming testing and A-G expectations which allow students to understand the importance of remaining focused. These presentations and meetings increase understanding of the value of pathways, programs, CAASPP and ELPAC concepts 9th grade Orientation Night assists parents when determining how to support their child in choosing appropriate courses.	californiacolleges.edu Career Assessment presentation
--	---

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Evidence
STEM instruction is a priority for NUSD and NMHS. Students are provided with a wealth of courses with high quality instruction that blends their understanding of math and science and provides real world examples of where STEM elements can be found in their day-to-day lives, especially as seen in Robotics and Rocketry. VAPA Department promoted its first Art Fair with exhibits of all course areas. Spanish classes and MEChA curate a space to display student artwork including major presentations at specific times of the year such as Dia de los Muertos. Moderate/Severe classes for students with IEP's are designed to teach practical and functional skills that will help them as they age and will eventually learn to live on their own.	Rocketry Field Trip Campaign ■ NMHS Arts Fair - 2/4/25 ■ An Outline of Basic Skills

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.	
Findings	Evidence
Back-to-School Night: An opportunity for parents to connect with their student's teachers at the beginning of the school year. This gives teachers the opportunities to discuss expectations and concerns for the school year.	<u>Back-to-School Night Presentation</u>
Incoming 9th grade Orientation: An opportunity for incoming 9th grade families to learn more about NMHS and its unique offerings.	<u>8th Grade Parent Night</u>
The Puente Program hosts an Parent information night for prospective incoming Puente students	<u>Puente Parent Night</u>
Homecoming Football Game: Alumni from area come to watch game and see who is crowned king and queen.	<u>Homecoming Game Photos</u>
SSC brings stakeholders together in planning how to best support the school.	
PTSA, Padres Unidos, ELAC, and Coffee With the Principal allows stakeholders to learn updates about the school and are encouraged to share questions and concerns.	
Counseling Department oversees evening College Application and Financial Aid Workshops for families.	<u>NMHS Student Financial Aid Presentation</u>

Category B: Curriculum Summary

Areas of Strength

1. Upon returning from COVID, the site ensured monthly SEL curriculum used during PAWS.
2. NUSD recently completed NMHS' HSS and World Languages curriculum adoptions.
3. NMHS' SSC ensures that resources are allocated for enrichment activities for all students, as seen through: college visits; field trips; career fair; athletics; 57 student-led clubs; and Link Crew.
4. NMHS faculty oversee a variety of academies and programs that ensure students have access to curriculum through alternative variations: MCA; ROP; Puente; AP; and OCC Early College.

Areas of Growth

1. NMHS should begin working with NMS to foster better communication and planning that will develop curricular vertical articulation and secondary District-wide expectations for performance.
2. NMHS should consider the adoption of a new, more comprehensive academic curriculum for Special Education that will supplement the CCSS.
3. NMHS needs to ensure continued support for curricular programs; the consideration, planning, and execution of marketing academies and programs are needed to ensure the vitality of programs with fidelity.
4. NMHS must find a way to ensure that a comprehensive sex education program is provided to its students.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school-wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.	
Findings	Evidence
Students enrolled in CTE and MVROP courses receive hands-on learning. All students are engaging in A-G College and Career Readiness. Students are exposed to a variety of careers. Positive experiences with STEM serves to close the achievement gap. MCA Silent Film Festival helps students make real-world connections to what they are learning in the classroom and out in the field. CTE aligned to their core classes serve to connect theory to practice.	<u>Mission Valley ROP</u> <u>MCA Website</u>

Findings	Evidence
ELPAC and CAASPP scores are addressed via ELD classes and with communication between administration and Juniors. School counselors visit classrooms to remind students of 4-year plans and A-G college and high school graduation requirements. Additional programs to assist students' college and career readiness are provided during Puente, ERWC, AP, MCA, and OCC. Parents and students are involved as they receive regular feedback or information through report cards, Synergy SIS system, Parent Square, Google	<u>ELPAC Talks</u> <u>Student Vue</u> <u>SBAC Performance Data</u> <u>12th Grade Counselor</u> <u>NMHS MCA Website</u> <u>MCA YouTube</u>

Classroom, and conferences.	
-----------------------------	--

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.	
Findings	Evidence
In PLC groups, teachers collaborate to teach common skills so that assessment is aligned with instruction as well as ensuring students perform better on the ELPAC and CAASPP.	<u>Departmental Pacing Guides</u>
Faculty members use different modalities of learning.	<u>Logical Fallacy Stations</u>
Faculty and administration have been fortunate to develop site-level PD that permits a wide range of workshops that are relevant to teaching practice.	<u>Department Folders</u>
Staff are sent to trainings such as the CABA Conference, AP Trainings, California Education for Careers (MCA) to learn classroom strategies that may be shared with colleagues. The goal is that strategies will be brainstormed and put into practice to improve student engagement.	<u>PD Form for CABA</u>
Teachers respect students' diverse viewpoints and foster an air of respect and community within their classrooms.	<u>Understanding the People of Newark</u>
Tutoring or other academic assistance is offered to students twice weekly during PAWS.	<u>PAWS</u>
Faculty and staff work with ELD students to support them when they miss class and to ensure they do not fall behind in class. Some teachers utilize backwards planning. This is used with certain can-do statements and objectives to help assist with what students will be using.	

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

Findings	Evidence
Students select their courses with advice and guidance from their counselors and teachers. Ultimately, they choose their pathway. Counselors are available throughout the year for students who feel they need support in enrolling in courses that will help them achieve their personal goals. When students find themselves in conflict or need support emotionally, they are encouraged to seek out one of five mental health counselors on site. Students have the choice to access tutoring and support among any of their core courses during PAWS time. ELD is equally supported during this time in the College and Career Center.	<u>Online Registration</u> <u>Counselors</u> <u>COST Tracker</u> <u>PAWS</u>

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
Teachers use Google Classroom. ELD classes prepare for the ELPAC using practice exams. There are a variety of digital learning assignments. Teachers foster computer literacy. All students have access to District-provided Chromebooks that may be used in classes. This increases students' technological proficiency and reduces the achievement gap. Some teachers use online resources such as pre-recorded videos of themselves teaching or Khan Academy. Most textbooks are available online.	<u>Google Classroom</u> <u>Practice and Training Tests</u> <u>NMHS Biology - Home</u> <u>U.S. Minority Groups and WW2 Text Set</u> <u>https://youtu.be/fiaGhzx7XgU?si=QD3XFVRYOZR3U1E</u> (AP Gov Lecture) <u>Current U.S. History Textbook</u>

Students research college and careers online. Counselors present 4-year plans and course planning seminars. Faculty use Google Classroom, e-mail, and Synergy to communicate with students and parents. Some Math teachers use online resources such as DESMOS, GeoGebra	https://www.desmos.com/ https://www.geogebra.org/
--	---

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
Students affiliated with pathways (OCC, Puente, MCA, ROP) are encouraged to participate in field trips to colleges and local industry providers. Students are informed of current college courses, programs, and career options. Counseling Department and Ohlone College representative presents to students and classrooms about various pathways. Counseling Department meets with students individually to discuss college and career plans or goals. Educational Services identifies students who qualify for Seal of Biliteracy. CTE Business Professions and Culinary Arts provides opportunities for students: job shadow and mock interviews. Leadership class affords students real-world opportunities of running school with a primary focus on improving school climate and seeking involvement from every student through planning and hosting events.	Exploring-4-year Exploring-2-year College Reps. Visits ☰ Copy of Career Day Event Plan Andrew - Extra Credit Biliteracy Criteria ✕ Copy of Senior Awards 2023 winners.xlsx ✕ Copy of Senior Awards 2024.xlsx ☰ Assignment: Create a Job Ad and Interview ... ☰ Interview Evaluation Sheet Leadership Syllabus

Category C: Learning and Teaching Summary

Areas of Strength

1. Considering student experiences, teachers present instruction through a lens that the student population can relate to and appreciate.
2. Expand creative opportunities for students through differentiation and incorporating diverse learning strategies.
3. Considering that students use technology in multiple subject areas, having access to accessible software helps students increase their productivity and engagement.
4. PAWS academic intervention offered twice weekly.

Areas of Growth

1. Continue to develop common syllabi and grading practices within subject areas.
2. Create inter-departmental opportunities for planning and expectations.
3. Due to decreasing elective opportunities, NMHS should consider exploring ways to ensure equity in access to electives, especially when considering ELD students and others with IEP's and 504's.
4. As departments continue to develop, deliver and refine academic benchmarks to determine mastery, each department should identify ways to ensure its curriculum is challenging and meaningful to students.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

Findings	Evidence
Faculty meet in PLC's to create assessments (department benchmarks) and review student achievement, which allow identification of educational weaknesses that can be retaught. Teachers use online assessments and assignments that help translate for use on the ELPAC and CAASPP. Faculty and administration examine Dashboard data and discuss strategies on how to improve student achievement. SPED Department uses transition pages of the IEP to document student interest for post-graduation. Some SPED students are placed in general education classes through the inclusion model. ELD faculty scaffold the structure and practice tests like the ELPAC to ensure student familiarity.	<u>Synergy</u> <u>Department Folders</u> <u>Google Classroom</u> <u>CA Dashboard</u> <u>ELPAC Talks</u>

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Evidence
Common Grading scales are being developed in the departments. Faculty and administration collaborate on a schedule for the administration of state and national assessments.	<u>Syllabi</u> <u>Assessment Schedule</u>

Transcripts are regularly evaluated per grade level by Counseling Department to ensure correct placement.	
---	--

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings	Evidence
There is a clear and ongoing effort to redesignate ELD students. Redesignation success is celebrated at faculty meetings and students participate in a Redesignation ceremony.	<u>Reclassification Ceremony</u>
Counseling Department utilizes the “senior survey” to provide college acceptance information for the school profile and to complete the Common App for colleges and universities.	<u>Puente Senior Survey</u>

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students’ academic growth and progress.

Findings	Evidence
NUSD and NMHS are collaborating on the purchase of a 9-12 online student achievement assessment that will help to identify at-risk learners and provide specific, ongoing support that is personally tailored. SSC is aware of funding a program but one has not been identified. The goal is to improve Redesignation rates as well as CAASPP scores.	No Red Ink Discussion iReady Discussion <u>District Parent Survey</u>
Data from the District annual Parent Survey is used to refine the LCAP and subsequently the SPSA.	

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.	
Findings	Evidence
EL Coordinator and administration work with EL learners and faculty to develop needed strategies to improve ELPAC scores. PLC's collect data on unit standards and modify teaching strategies to redeliver content. Faculty and administration uses Synergy and Google Classroom to track current student progress and review previous progress through test scores and transcripts. Faculty can adjust their curriculum to support student progress in meeting general (graduation and A-G) and specialized (IEP and 504) goals. SPED students are afforded a Specialized Academic course to help them study and prepare for A-G courses. Faculty that teach AP review exam scores and analysis to identify areas in the curriculum that need to be improved to increase student student performance in prescribed areas. Translation services/software for EL Learner assessments are provided in their own language, as necessary. The School offers a range of additional classes to support students in the Least Restrictive Environment including General Education, Inclusion, Mild/Moderate classes, and Skills classes. NMHS has seen its CAASPP scores continue to rise for all students, as an indicator of increased college and career readiness.	<u>ELPAC Talk Slides</u> <u>Department Files</u> <u>Schedule</u> <u>AP Classroom</u> <u>NUSD Translators</u> <u>Hotline Interpreters</u> <u>Course Catalog</u> <u>CAASPP Scores</u>

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.	
Findings	Evidence
Some faculty, after assessment results are revealed, provide feedback and offer test taking strategies. Some faculty offer test/quiz retakes to ensure students meet learning goals. Faculty are expected to return assessments to students in a timely manner while information is still relevant to their current learning. All students have access to weekly progress reports. Coaches require athletes to have weekly grade checks to communicate progress to students and parents. Project Connect and some students who were SARTed receive weekly progress reports in their first period classrooms and are expected to return them to assigned staff. Tutoring is available to students during PAWS for all of their classes. Students can obtain direct feedback from teachers during that time. Students can access their grades in real time using StudentVue, and they may report when they are struggling in classes. Parents are encouraged to reach out to teachers based on information found in Synergy and inquire about their student's progress. Parent/Teacher/Administrator conferences provide feedback to assist parents with their students. Conferences include, but are not limited to, SST's, IEP's, 504's, and credit checks. Student academic progress is available online via ParentVue and StudentVue. Hard copies of grades are mailed each quarter and progress report periods. How to access grades is shared during Orientation, PTSA, Padres Unidos, and individual parent meetings.	<u>Syllabi</u> <u>Immediate Attention Notice</u> <u>Weekly Progress Report</u>

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.	
Findings	Evidence
Faculty use benchmark and unit assessments to provide feedback to students on results and then discuss test taking strategies. AP teachers review exam scores and analysis to identify areas in the curriculum that need to be improved to increase student performance in these areas. Departments use common curriculum and assessments based on similar pacing guides. PLC's use this data to refine and adjust curriculum and instruction. PLC's collect data on unit standards and modify teaching strategies to redeliver content.	Hyperlinks  Algebra 1 Semester 2 Benchmark  CPUSH Pacing Guide 2023-2024  Spanish AP Language and culture <u>AP Classroom</u> <u>AP Scores</u> <u>Pacing Guides</u>

ACS WASC Category D: Assessment and Accountability Summary

Areas of Strength

1. Departments create common assessments based upon standards.
2. Common syllabi are used departmentally.
3. Departments are in the initial stages of developing consistent department-wide common grade weighting; ELA is the first to do this among courses with fidelity.

Areas of Growth

1. NMHS faculty continues to work together toward refining an atmosphere of academic integrity. Faculty and staff believe this process is integral while students are enrolled in A-G courses that will lead to college and university expectations.
2. Faculty must continue to work towards commonality in all departments, as seen in the preparation of lessons, differentiating instruction, maintaining high expectations, and engaging students.
3. Formative and summative school-wide assessment results should be collected in a meaningful manner that will ensure a narrative can be made when the SSC allocates resources. This achievement data should be analyzed departmentally, and then reviewed inter-departmentally so as to identify common needs.
4. Departments should continue to find common ways for increasing growth on assessments for ELD students.

Category E:
School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.	
Findings	Evidence
ELAC and Padres Unidos meet monthly to involve EL parents on how the community can be better served. DELAC also serves in the same capacity, but at the District-level. College Application and Financial Aid Workshops are provided to parents through the Counseling Department both in English and Spanish. Parents of students are made aware of resources and information regarding their student going to college. Padres Unidos meets monthly with Community Liaisons and Administration. School goals and needs assessments (SPSA) are shared and discussed, with feedback providing direction for the School. Parent Booster Clubs support NMHS programs and athletics. They meet regularly, and they maintain minutes that articulate how expenditures are allocated. Translators and a dial up translation service are available for non-English speaking families to communicate with the school concerning academic and disciplinary issues.	<u>ELAC Minutes</u> <u>Booster Club Minutes</u> <u>NUSD Translators</u> <u>Hotline Interpreters</u>

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

Findings	Evidence
Leadership hosts rallies that allow various school clubs to participate and show off cultural experiences such as dance. Each year, NMHS Puente, combined with NMHS MEChA and Muevete Folklorico, hosts the annual Dia de los Muertos event that celebrates Latino culture on campus. ELD students work to create an altar to honor those they have lost. Student groups perform at the celebration.	HATS Night Assembly Video 24-25 Papel Picado winners Dia de los Muertos 2024 Piñatas

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
Various clubs are offered on campus that allow students to interact with peers and staff, and explore unique opportunities connected to academics, culture, interests, and career opportunities. Families are encouraged to attend a myriad of programs on campus including but not limited to Back-to-School Night, Orientation, Athletic Orientation, and College Application and Financial Aid Workshops. Padres Unidos is offered to parents and faculty to bridge any gaps of relaying information to Spanish speaking parents. Regular information is sent out via email, Synergy SIS, Google Classroom, USPS, weekly announcements, and through social media. Parent speaker to help parents support their children in school. Increased parental involvement with events such as Back-to-School Night, PTSA, Coffee With the Principal, Padres Unidos, athletic competitions, field trips, and freshman orientation.	Hyperlinks Club Rush Event NMHS Club Descriptions Athletic Orientation Presentations Fall 2024 Fall Sports Athletics Orientation Winter 2024-25 Winter Sports Orientation Spring 2025 Spring Sports Orientation NMHS Arts Fair - 2/4/25 Weekly Athletics Email Sample Weekly Athletics Email Guest Speaker DJ Johnson: Connect Better w/ Your Teen- Parent Info Night

Faculty and staff use various methods to communicate and distribute important information (e.g. Synergy, WhatsApp, Google Classroom, Parent Square, e-mail).	
--	--

Criterion E2: School Culture and Environment

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.	
Findings	Evidence
Specialized testing arrangements during state and national testing are created to minimize distractions and give enough time for testing to prevent frequent start/stop of testing under a normal school schedule.	Hyperlinks  CAASPP Testing Schedule 2025
Administration meets with students by grade level at the beginning of year to review SLO's and school expectations.	<u>Beginning of the year presentations</u>
Parents can participate in SSC and have a chance to advocate concerns to help improve student success and school culture.	<u>SSC Membership</u>
Safety committee meets to ensure teachers, staff and students have access to emergency supplies and have all needed information about emergency procedures.	 Safety Committee
The school uses multiple online resources to promote student academic integrity and online safety.	<u>https://www.goguardian.com/</u> <u>Turnitin</u>
ELD faculty, staff, and counselor mentor newcomer ELD students so as to ensure they are nurtured and supported on campus.	
Weekly announcements of PRIDE winners reinforce policies about school safety and expectations to students. This reestablishes NMHS' culture of safety, inclusion, accountability, and support amongst students and their peers.	<u>Weekly PRIDE Winners</u>

There is a detention for tardies to remind students of the value of the education they are missing when not in class.	<u>Detention List</u> <u>Detention Reminder</u>
---	--

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

Findings	Evidence
Faculty at NMHS have information on walls in classrooms for students to review the school culture, expectations, and SLO's. As part of the school culture, school clubs host Food Faires and recruitment opportunities to ensure students who are looking for a safe environment can attend. Initially coming out of COVID, faculty used PAWS time each month to promote SEL in the classroom: focusing on the five core competencies (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness). Activities included SEL check-ins and incorporating SEL into core curriculum. Many teachers continue to do daily SEL activities. Faculty and staff are equipped to help refer students to counseling services if the student is identified as needing guidance other than academic counseling. Students can find daily classroom agenda and classroom objectives posted in Google Classroom in most courses. For the past two years, NMHS has hosted Challenge Day, an opportunity for freshmen to interact with many different cultures and skill levels.	<u>Classroom Walls</u> <u>Food Fair</u> https://characterstrong.com/ ☐ Announcements 2023-2024 SEL ☐ Announcements 2024-2025 SEL <u>Challenge Day Parent Volunteer Request Email</u> <u>Challenge Day Parent Volunteer Flyer</u> <u>Guest Speaker DJ Johnson: Connect Better w/ Your Teen- Parent Info Night</u>

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
In most group public settings, the reference to the SLO's, PRIDE, demonstrates an adherence to a	<u>Office and Quad Reference PRIDE</u>

culture of trust and respect. Inter-curricular organizations include OCC, Puente, MCA, AP, and CTE. Extra-curricular organizations include a wide variety of clubs and athletic teams. Students showcase their culture and talent in multiple avenues including rallies, lunch meetings, and off-campus events. Student involvement allows them to build rapport and trust with faculty and staff. Freshmen are afforded multiple opportunities to engage and connect with upperclassmen and peers within their grade during Link Crew events. Freshmen are mentored by adults on campus as well as upperclassmen. These programs ensure freshmen feel more connected to campus and have adults they may seek support. Student achievement is celebrated and allows students to be recognized in their individual achievement. This is most prominently demonstrated during graduation when students are adorned with regalia that includes stoles, tassels, and medallions from the various organizations on campus.	 2024-25 SAAC #1  Athletics Pamphlet.pdf Link Crew Training and Orientation What is Link Crew? Senior Awards Night  Copy of Senior Awards 2023 winners.xlsx  Copy of Senior Awards 2024.xlsx
---	---

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.	
Findings	Evidence
NMHS provides time for tutorial and other academic support for students during PAWS. MCA offers weekly after-school homework help for its students. Puente and MCA faculty follow student progress in courses, and students are counseled when demonstrating deficient grades.	Project Connect APEX

Faculty continue to discuss ways to support incoming 9th grade students. APEX and summer school supports students who have credit recovery needs to increase graduation numbers and provide students with post-secondary options. Project Connect has been created to support at risk Freshmen academically.	
---	--

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

Findings	Evidence
Parents are regularly contacted via e-mail, Synergy, WhatsApp, Parent Square and other social media platforms, in an effort to strengthen partnerships. Link Crew establishes early on a culture built around relationships. Access to PAWS academic support from faculty and staff. NMHS Administration has made a priority of rigor and relationships for all students, faculty, and staff. There are many fail safes such as COST, a variety of counselors, parent meetings, and PAWS. Staff are also trained during staff meetings on empathy and resources for our students. Faculty and staff are cognizant of the whole student's perspective, learning needs, interests, mental health, and some of the personal challenges that students may be facing outside of school.	Link Crew Training and Orientation What is Link Crew? COST Referral  EBAC

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

Findings	Evidence
NMHS provides all students with an opportunity to be involved in school clubs, rallies, assemblies, and athletics.	Clubs & Athletics Survey

Students have a plethora of opportunities to join school activities. Annually, NMHS' ASB hosts Hands Across Time and Space (HATS), an assembly that celebrates the cultural dance contributions that are reflective of the student population. Students have opportunities to join a wide variety of inter- and extra-curricular organizations including clubs and sports. There has been an increased involvement in clubs which led to a second club rush day being added to the schedule. The community supports our students with thousands of dollars of community scholarships.	<u>HATS</u> <u>NMHS Club Descriptions</u> <u>Club Rush Event</u> ☒ Newark Scholarship List 2025 ☒ Copy of Senior Awards 2024.xlsx ☒ Copy of Senior Awards 2023 winners.xlsx
--	--

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
Students use StudentVue to check for missing items and monitor grades. Athletics instill PRIDE within weekly Character workshops. Administration instills PRIDE within disciplinary and academic conversations. A positive student culture has been created to increase student agency and buy-in within NMHS.	<u>StudentVue</u> <u>Athletics Results and Awards</u> <u>Champions Conference</u> Sample Champions of Character Weekly Lessons ☐ RK Intro, Do What is Hard, Iceberg ☐ CoC Performance Diagram, Best Teammate...

**Category E: School Culture and Support for Student, Personal,
Social-Emotional, and Academic Growth
Summary**

Areas of Strength

1. There is consistency in school administration for the first time in 21 years. Administration is determined to remain at NMHS, committed to the principles of servant leadership.
2. Faculty and staff embrace its school diversity. They continue to seek ways to improve engagement and communication among stakeholders.
3. There is a strong, positive level of family and community involvement in recent years. This is due largely to both the communication of events and through ensuring that a variety of opportunities to get engaged at school are provided both during and after school.
4. NMHS hosts annual multicultural celebrations for both the school community and public; it is overseen by the World Languages Department and Culture Faires.
5. Student voice and leadership is positively embraced at NMHS; there are a variety of clubs, athletics, and other programs that allow students to become engaged and participate in shared leadership.

Areas of Growth

1. Staff continues to maintain campus safety and cleanliness concerns. Continue to develop greater consistency in emergency drills and expectations. Further, NMHS leadership should work with NUSD to identify a transparent five-year plan that addresses how perceived facility weaknesses will be addressed.
2. NMHS faculty cite concerns with emergency preparation. Consider developing a plan that articulates training for expected procedures, in conjunction with NPD.
3. Clarity and consistency in communication should be improved. Explore options for improving telephone-to-telephone identification options so that callers are appropriately identified.
4. Develop a more unified, efficient process for communicating activities, in an effort to build trust among all stakeholders.
5. Increase the number of NMHS faculty and staff who will serve on WASC Visiting Committees.

Prioritized Areas of Growth Needs from Categories A through E

Curriculum and Instruction

1. NMHS should continue to develop, integrate, and reflect on its departmental and school-wide benchmark assessments.
2. Ensure that all courses are provided with up-to-date curriculum and resources.

Facilities

3. The District and School should address facility issues that impede safety and learning in the 21st Century.

Communication

4. Develop clear, coherent safety procedures and training; educate stakeholders of these procedures.
5. The School should continue to increase support, engagement, and outreach support for English Learner and Special Education populations.

Professional Development

6. Increase the number of NMHS faculty and staff who will serve on WASC Visiting Committees.

Chapter IV:

Summary from Analysis of Identified Major Student Learner Needs

Through a focused study of student demographic and academic performance data; student parent, and teacher perception data; and an evaluation of administrative, instructional, and counseling systems, as part of the WASC Self-Study process, the following strengths and areas for continued growth were identified and next steps conceived.

Summary of School Strengths

1. NMHS does a positive job of ensuring cultural engagement among all students.
2. Despite declining enrollment, NMHS continues to provide cohesive opportunities for students both academically and athletically.
3. There are a comprehensive set of academic pathways and academies, as seen through OCC, Puente, MCA, AP, and Upward Bound.
4. NMHS is the largest site within the District. In light of this, in recent years, it consistently demonstrates the least staff and teacher openings, with all positions filled. Similarly, it witnesses the least disenrollments among all NUSD sites.
5. There are a myriad of mental health support opportunities for students.
6. Project Connect fosters and integrates student accountability through developing freshman high school readiness.
7. PAWS offers academic intervention for struggling students and enrichment for others.

Summary of Growth Areas

1. NMHS should continue to develop, integrate, and reflect on its departmental and school-wide benchmark assessments.
2. The School should continue to increase support, engagement, and outreach support for English Learner and Special Education populations.
3. Develop clear, coherent safety procedures and training; educate stakeholders of these procedures.
4. Ensure that all courses are provided with up-to-date curriculum and resources.
5. The District and School should address facility issues that impede safety and learning in the 21st Century.
6. NMHS faculty should participate as Visiting Committee members for outside visits so as to ensure they better understand the accreditation process and gain fruitful insight into programs outside of Newark.

Chapter V: School-wide Action Plan/SPSA

Action Plan #1: NMHS should continue to develop, integrate, and reflect on its departmental and school-wide benchmark assessments.

LCAP Goal #1	Promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career-ready by: • Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence • Ensuring students are engaged in grade-level content/instruction • Establishing protocols that support a district-wide systemic approach to formative assessments				
SPSA Goal #1	NMHS will: • Ensure that all students are engaged in grade level content provided by NMHS' trained teaching staff • Provide intentional needs-based professional development among faculty and staff • Support a school-wide approach to formative assessments among faculty and staff				
Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Foster the development of PLC's within the school site.	Administration Teachers	PD on PLC development during pre-service and quarterly staff meetings.	Survey	Ongoing	With the development of a centralized database for recording achievement scores, use data to inform instruction and drive pedagogy.
Reduce the rate of D's and F's	Administration Teachers Counselors	PD on Why's of Students Failing, Intervention, and Strategies	CA Dashboard APEX Requests SIS Reports	Quarterly	CA Dashboard A-G Rates Graduation Rate SIS Reports PLC Feedback
Foster collaboration within and between departments	Administration Department Chairs Teachers	PLC's	Meeting Minutes	Ongoing	PLC Feedback to Department Chairs that share perceptions with

Newark Memorial High School ACS WASC/CDE Self-Study Report

					Administration.
Review course-wide benchmark results and compare results holistically and section-wide	Administration Department Chairs Teachers	PLC's	Meeting Minutes	Quarterly	PLC Feedback Meeting Minutes

Action Plan #2: The School should continue to increase support, engagement, and outreach support for English Learner and Special Education populations.

LCAP Goal #1	Promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career-ready by: • Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence • Ensuring students are engaged in grade-level content/instruction • Establishing protocols that support a district-wide systemic approach to formative assessments				
SPSA Goal #1	NMHS will: • Ensure that all students are engaged in grade level content provided by NMHS' trained teaching staff • Provide intentional needs-based professional development among faculty and staff • Support a school-wide approach to formative assessments among faculty and staff				
Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Increase attendance at ELAC and Padres Unidos Meetings	Administration	CABE-Engagement Strategies	WhatsApp Connections Surveys	Ongoing	Attendance Sheets Survey Results
Increase targeted training for SPED teachers	Administration NUSD	PD quarterly, and more often, as needed	Surveys Samples of work after training	Ongoing	Survey Results Family Surveys SPED Office Review
Provide Translation Services and	Administration NUSD	N/A	Family and Student Surveys	Ongoing	Sign-In sheets Survey Results

Newark Memorial High School ACS WASC/CDE Self-Study Report

Materials in Native Language			Increase in engagement at events		
------------------------------	--	--	----------------------------------	--	--

Action Plan #3: Develop clear, coherent safety procedures and training; educate stakeholders of these procedures.

LCAP Goal #2	Promote a culture of community and partnership among parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by: • Providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities • Supporting the implementation and monitoring of COST services across the District and support mental health and SEL • Enhancing and/or aligning PBIS implementation across the District
---------------------	---

SPSA Goal #2	NMHS will: • Promote a climate that promotes strong student engagement, increased student academic performance, greater athletic and activity participation and increased school spirit • Provide opportunities for parents/guardians to participate in leadership and decision-making activities that build greater school/parent involvement • Implement and support SEL efforts of the COST program and PBIS to promote greater school attendance and engagement • Enhance existing school and security measures prescribed by the School Site Safety Plan • Support student goal setting and decision-making in the development of college and/or career pathways • Support staff development focused on NMHS staff team building and enhanced inter-departmental communication to strengthen NMHS' learning community
---------------------	--

Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Create color coded tables for classrooms as a reference for disasters	Administration Safety Committee	Safety Committee Meetings Staff Meetings	Staff Surveys	Ongoing	Survey Results Drill Results
Create and distribute new teacher handbook that outlines successful practices and	Administration Department Chairs Teachers	Feedback from Surveys drive PD to include necessary information	Staff Surveys	Annually	Survey Results

Newark Memorial High School ACS WASC/CDE Self-Study Report

procedures					
Run monthly drills with different focus	Administration Teachers	Staff Meetings	Staff Surveys Qualitative data from drills	Monthly	Staff/Student Feedback

Action Plan #4: Ensure that all courses are provided with up-to-date curriculum and resources.

LCAP Goal #3	Establish exceptional learning conditions and an environment that promotes, trust, respect, acceptance, and results in students and families feeling safe, welcomed, and valued members of NUSD by: - Continuing to ensure basic services are maintained (e.g. upkeep of facilities, instructional materials, credentialed teachers) - Providing and ensuring equitable access to a broad course of study				
SPSA Goal #3	NMHS will establish an exceptional learning environment that promotes trust, respect, and acceptance among staff, students and their families by: - Providing and ensuring equitable access to NMHS' educational programs and services - Continuing to ensure that basic services are maintained to the highest level possible (credentialed teachers, instructional materials and equipment, facilities maintenance, and administrative leadership and oversight) - Providing ceremonies and acknowledgements to honor student achievement, good conduct, athletic accomplishment, and leadership - Ensuring NMHS is well prepared for the WASC process				
Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Align textbook adoption with NUSD timeline	Administration Department Chairs	Curriculum Council	Council Minutes Board Meeting Minutes	Annually	List of updated textbooks reflect adoption within past 7 years
Ensure SPED/ELD supplemental textbooks and core lit numbers accurately match student needs	Administration Librarian Department Chairs	Textbook adoption PD's PLC's	SSC Minutes Curriculum Council Minutes Board Minutes	Annually	SSC Minutes Board Minutes Curriculum Council Minutes
1:1 Student Device	Administration Librarian	N/A	Surveys-Faculty and Students	Distribution at beginning	SIS Reports Textbook

Newark Memorial High School ACS WASC/CDE Self-Study Report

Distribution	Teachers			of each year to incoming freshman class	Distribution Records Survey Results
Update Teacher Devices	Administration IT SSC	N/A	Surveys	2025, 2029 (4-year Leases)	Survey Results
Modernize antiquated technology used for instruction	Administration Department Chairs Librarian	N/A	Surveys	Ongoing	SSC Minutes

Action Plan #5: The District and School should address facility issues that impede safety and learning in the 21st Century.

LCAP Goal #3	Establish exceptional learning conditions and an environment that promotes, trust, respect, acceptance, and results in students and families feeling safe, welcomed, and valued members of NUSD by: - Continuing to ensure basic services are maintained (e.g. upkeep of facilities, instructional materials, credentialed teachers) - Providing and ensuring equitable access to a broad course of study				
SPSA Goal #3	NMHS will establish an exceptional learning environment that promotes trust, respect, and acceptance among staff, students and their families by: - Providing and ensuring equitable access to NMHS' educational programs and services - Continuing to ensure that basic services are maintained to the highest level possible (credentialed teachers, instructional materials and equipment, facilities maintenance, and administrative leadership and oversight) - Providing ceremonies and acknowledgements to honor student achievement, good conduct, athletic accomplishment, and leadership - Ensuring NMHS is well prepared for the WASC process				
Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Address deficient facilities reported within site FIT Report	MOT NUSD	N/A	Surveys Work Orders	Ongoing	FIT Report Survey Results
Update deficient textbooks that	Administration Librarian NUSD	Textbook Adoption Process/PD	Surveys Curriculum Council	Annually	SIS Reports Textbook Checkout

Newark Memorial High School ACS WASC/CDE Self-Study Report

are either out-of-date or damaged			Minutes SIS Reports Textbook Checkout Reports		Reports Survey Results
Ensure Recent Bond Measure O Initiatives Reflect NMHS' site needs that are in disrepair	MOT NUSD Administration	N/A	Surveys	Ongoing	Measure O Meeting Minutes

Action Plan #6: NMHS faculty should participate as Visiting Committee members for outside visits so as to ensure they better understand the accreditation process and gain fruitful insight into programs outside of Newark.

LCAP Goal #1	Promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career-ready by: • Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence • Ensuring students are engaged in grade-level content/instruction • Establishing protocols that support a district-wide systemic approach to formative assessments
LCAP Goal #3	Establish exceptional learning conditions and an environment that promotes, trust, respect, acceptance, and results in students and families feeling safe, welcomed, and valued members of NUSD by: • Continuing to ensure basic services are maintained (e.g. upkeep of facilities, instructional materials, credentialed teachers) • Providing and ensuring equitable access to a broad course of study
SPSA Goal #1	NMHS will: • Ensure that all students are engaged in grade level content provided by NMHS' trained teaching staff • Provide intentional needs-based professional development among faculty and staff • Support a school-wide approach to formative assessments among faculty and staff
SPSA Goal #3	NMHS will establish an exceptional learning environment that promotes trust, respect, and acceptance among staff, students and their families by: • Providing and ensuring equitable access to NMHS' educational programs and services • Continuing to ensure that basic services are maintained to the highest level possible (credentialed teachers, instructional materials and equipment, facilities maintenance, and administrative leadership and oversight • Providing ceremonies and acknowledgements to honor student achievement,

Newark Memorial High School ACS WASC/CDE Self-Study Report

	good conduct, athletic accomplishment, and leadership • Ensuring NMHS is well prepared for the WASC process				
Task	Responsible Parties	Professional Development & Resources	Means to Assess Growth	Timeline	Reporting
Enroll in and attend Visiting Committee Visits	Administration Teachers Counselors Department Chairs	WASC PD Site FOL meetings Site WASC-led Trainings	Participation in attending and writing samples from visits	Teachers/ Counselors-rotation once every 3 years Department Chairs-annually Administration-annually	WASC Portal

HYPERLINKS TO RELEVANT EVIDENCE

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [California School Dashboard Summary Performance Indicators](#)
- C. [Results of Student Questionnaire](#)
- D. [Results of parent/community questionnaire/interviews](#)
- E. [Master Schedule](#)
- F. [AP Course Ledger](#)
- G. [UC A–G Approved Course List](#)
- H. [Puente, OCC, MCA, MVROP, Rocketry, Counselors, College & Career](#)
- I. [School Accountability Report Card \(SARC\)](#)
- J. [Graduation Requirements/25-26 Course Catalog](#)
- K. [Summary of School Budget](#)
- L. [WASC Folder with Artifacts and Departmental Data](#)
- M. [Student Perceptions 2023; 2025](#)

