

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA DEPARTMENT OF EDUCATION
FOR**

Newark Memorial High School

39375 Cedar Boulevard

Newark, California 94560

Newark Unified School District

April 27-30, 2025

Visiting Committee Members

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NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Introduction

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Summarize the involvement and collaboration of educational partners in the self-study process.**

Newark Memorial High School was created by blending Newark High School and Memorial High School in 1982. NMHS is the only comprehensive high school in the city of Newark. The current enrollment is about 1350 students, which is a considerable drop from 5 years ago. The percentage of socio-economically disadvantaged students has remained consistent at about 50% over the same span of time. Special education represents 15% of the total population. The percentage of English Language Learners has increased to 17% from a previously steady 10% of the population. Most of the student body is Hispanic or Latino (53%), while Asian (15%), Filipino (10%), White (10%), and African-American (4%) make up the remainder of the student body.

Newark Memorial High School has several programs that date back to the creation of the school. Three school districts in the area work together to form the Mission Valley Regional Occupation Program. Through this collaboration students are able to take over 30 career technical education classes at an off campus location and an additional 10 courses on campus at NMHS. Students also have access to 20 advanced placement classes. NMHS has five pathways and a partnership was built with Ohlone Community College District allowing students to enroll in dual enrollment courses in Chicano history and Chicano culture. Students are able to apply to be a part of the Puente program. The media and communications academy has been on campus for several years. Students in this program take several classes together over the course of the school years.

The administrative team began the self-study process during the 2022-2023 school year. It is of note that half of that team is no longer working at the school. Faculty and staff self-selected the focus group that they wanted to work on. From the start they analyzed and evaluated their respective categories and then created areas of strength and areas of growth. After that process they focused on collecting artifacts that support their conclusions. Department members also provided feedback and artifacts to support the report. It is not clear if students and parents participated in the self-study process.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

The self-study process was directed by the Principal. Teaching staff did have several opportunities to provide input and provide documentation as support, however, some departments provided little to no evidence or support and other departments had some members that provided input and others did not. During the visit some areas of the report were found to not be accurate and other areas seem to be missing key information. The report did reflect alignment with the prioritized areas of strength and growth.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last self-study visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

One of the most striking developments is the amount of staff turnover, specifically within the administrative ranks. It is incredibly difficult to move a school forward with limited or no institutional knowledge. Restorative practices have been added to the school as well as a PBIS system to reward students for positive behavior. The district has a plan to move to 1:1 chromebooks. The school has invested time, money and energy in student professional development strategies, which include restorative practices, challenge day events and resiliency training. Some of which are peer led training while others are led by an outside group. The school has been working toward benchmark assessments for several years, but this administration has placed special focus on the topic.

The SPSA is created by the administration with input from the school site council. It is aligned to the district level LCAP and the goals and activities are organized to support students.

SPSA Goal 1 addresses WASC action plan goal #1, 2 and 4. It is focused on staff professional development. Since the last self-study many staff members have attended various professional development opportunities. These include the CABA conference and the CENGAGE conference. Other professional development has been district led and is geared toward SPED or department PLCs. Several staff members also work closely with OCC (Ohlone College Connections) and MVROP to seek connections to post-secondary options.

SPSA Goal 2 addresses WASC action plan goal # 3 and is focused on promoting a culture of community and partnership among all members of the school community. NMHS has several avenues for parental involvement; PTSA, Athletic Boosters, SSC, ELAC, Padres Unidos, and LCAP. Money has been directed to support the mental health of the student body through the counseling department. The school has one therapist that can work with students during the

school day. A large chunk of money has been set aside for PBIS. The rewards system for positive behavior and student recognition.

SPSA Goal 3 addresses WASC action plan goal #5 and is focused on the learning environment, both inside and outside of the classroom. The school has implemented restorative practices and PBIS systems to support and encourage the student body. Professional Development time was used to develop systems to roll out these programs. Newark Memorial High School worked with the Alameda County office of Education to establish the Coordination of Services Team (COST). This team meets regularly to review students and help provide support for them. Proactive Workshops (PAWS) was embedded into the schedule to allow student time to meet with teachers, receive enrichment, test retakes and other support from classroom teacher and staff.

The school has addressed the previous WASC goals in the SPSA. The degree to which the goals have been met is difficult to pinpoint. With high administrative and staff turnover the school has been forced to “start over” several times since the last report. The WASC goals are referenced in the current SPSA which is aligned with the district LCAP. While the current SPSA reflects the WASC goals from their last self-study, we have no evidence that they were reflected in other SPSAs from previous years.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

During the time since the last full self-study there have been 3 Principals and several Assistant Principals and over half of the teaching staff have moved on from the school and or district. The visiting committee understands that the lack of institutional knowledge has led to several foundational issues. The current administration has been in place for three years and has made a host of changes and the campus climate is in a much better place currently. The SPSA is crafted to match up with the previous WASC goals but there has been some movement toward achievement.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

Newark Memorial High School is a comprehensive 9th - 12th grade high school. It is the only high school in the Newark Unified School District. Most of the student body is Hispanic or Latino (53%), while Asian (15%), Filipino (10%), White (10%), and African-American (4%) make up the remainder of the student body. Along with the core content areas Newark Memorial has several school programs that benefit the larger school community such as A media communications academy (MCA), MVROP which is a joint operation between three districts to provide career technical education classes, dual enrollment classes, advanced placement, as well

as band, theater choir and ceramics.

The schools 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.

The statement focuses energy and effort on providing the skills that are required for the students' next step in life and how these skills will later translate into enriching the community they are from.

Newark Memorial's 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.

The mission of the school focuses on skills acquisition through a rigorous curriculum and folding in technology that will help the students grow.

Both statements have a healthy dose of 21st century skills and a commitment to helping students at the next level. Some point during the three years the mission and vision were updated. They seem to have been generated by the administration and staff were given the chance to provide input.

There are 4 goals listed in this section:

- 1) Newark Memorial Students will be College-Directed Learners
- 2) Newark Memorial Students will be Cultural Learners
- 3) Newark Memorial Students will be Innovative Leaders
- 4) Newark Memorial Students will be Lifelong Learners

It is not clear these goals are measured or implemented across the campus. There is also a portion that addresses "Theory of Change" highlighting the commitment to serve all students and highly effective teachers.

There is also a section on the "Council for Accreditation of Educator Preparation" and 9 values listed as the philosophy for effective educators.

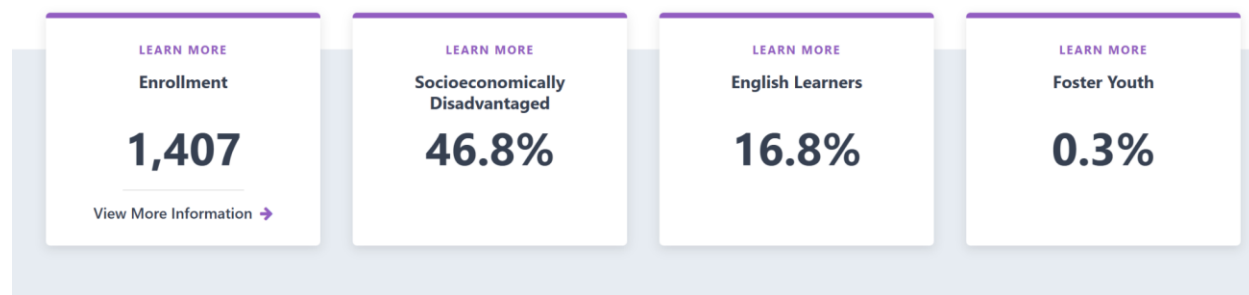
NMHS addresses the school-wide learner outcomes in a few different ways: The PRIDE posters that are present on campus, the PBIS system that has come online in the last couple years, and the push for college and career readiness. The PRIDE posters are on campus and in classrooms. It is difficult to tell if students are invested in the program, but staff are and use the PRIDE skills. The school highlights the PBIS system that includes prizes for doing the right things on campus and meeting attendance expectations. The prizes are gift cards to local businesses and students are selected to the "Very Important Cougars" list. The school does a good job pushing students to attempt rigorous coursework with several advanced placement options and dual enrollment through Ohlone community college.

The high school graduation requirements are very close to being in line with the college entrance requirements, and about 50% of the student population takes an AP class during their time here at NMHS. NMHS has 60 certificated teachers on staff, 3 counselors and 3 administrators.

Over the past three years the student population has decreased by around 100 students. The ELD population has increased by 4% over the same time period, while the SPED population has remained consistent at 14%.

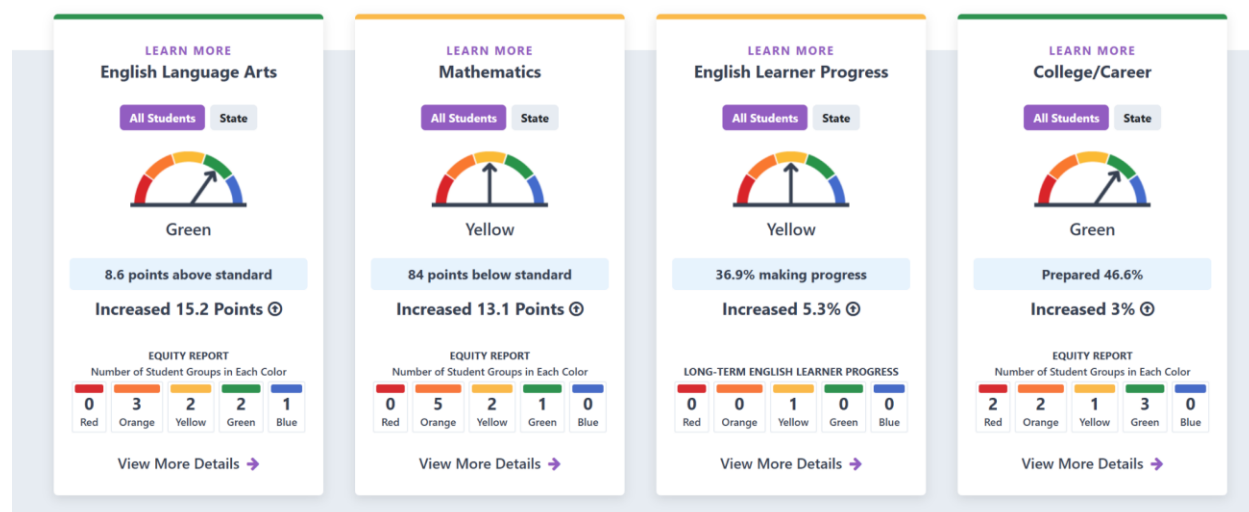
Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.



From the dashboard data it is clear to see that mathematics is an area that Newark Memorial is struggling to make progress in. 5 of the 7 subgroups are in the orange indicator. While overall the school has increased by 13 points the school as a whole is 84 points below standard.

For ELA there is a wide variety among the subgroups. No groups are currently in the red area. Overall the school is 8 points above the standard.

The college and career indicator shows that 46.6% of the students are considered ready, but 2 subgroups are in the red indicator and 2 subgroups are in the orange indicator. This shows that most subgroups are not college and career ready.

Both the graduation rate and the conditions and climate indicators are in the green area. 93% graduation rate is to be celebrated with most subgroups in the green and blue indicator. In terms of the suspension rate the vast majority of subgroups are in the yellow indicator. This shows that across the student body 5.5% have been suspended at least once.

The school doesn't have or use consistent sets of local data to evaluate dashboard type information. It was reported that some departments use benchmark assessment to inform instruction but during the visit the data was not available and it was not clear which

departments were using benchmark assessment data.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

In various measures the sub-populations that were identified in the previous WASC self-study have made gains, however, the gains have not been systemic or monitored through data review. Recently the ELD students have made progress toward reclassification due in part to a more structured approach to coursework, test prep and student identification. While the state testing data doesn't support the achievement of the previous WASC self-study goals, it should be noted that two of the identified sub-groups have made progress. In terms of campus culture the PBIS program has made a positive impact on behavior and attendance.

There are several foundational documents in play at the school: Mission and vision statements, Necessary Disposition for membership at NMHS, 4 goals for students at NMHS, Theory of Change, Council for Accreditation of Educator Preparation (CAEP), 9 values and commitments for effective educators, PRIDE (derived from SLOs). These should be revisited and condensed into usable schoolwide documents.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1 Vision and Schoolwide 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 and congruent with research, school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

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.

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.

Visiting Committee Comments

The VC confirmed that NMHS has established a clear mission and vision, but it could not determine if the purpose reflects students' needs, and educational research based practices. The school demonstrates alignment between its Mission, SPSA, and NUSD's goals by prioritizing college and career readiness, closing the achievement gap, and maintaining a safe and equitable learning environment for all students. While these commitments are evident, the 2024 CA Dashboard data reveals ongoing disparities in ELA and mathematics performance among English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. The VC did not find evidence of stakeholder involvement in refining the school's mission and vision.

The VC discussions with staff and parents confirmed that the governance structures are in place, with the School Site Council, composed of teachers and parents, reviewing and approving the SPSA annually. The school's Mission, Vision, and Schoolwide Learner Outcomes (PRIDE) are prominently displayed in classrooms and online. Counselors meet individually with students each year to guide course selection and review graduation and A-G requirements, while parents stay informed through communication platforms such as ParentSquare, Principal's Coffee, and Padres Unidos.

Vision and Purpose that supports high achievement for all students. : Defining the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

NMHS meets the criteria for effectiveness by maintaining a clearly stated and communicated vision centered on college and career readiness, equity, and inclusion. Stakeholder involvement is evident through the School Site Council and regular communication via ParentSquare, Principal's Coffee, and Padres Unidos. While achievement gaps persist, the school provides somewhat targeted support through PAWS, AP offerings, and specialized programs, though implementation is inconsistent and professional development needs remain. There is no evidence of established structures to facilitate the ongoing review or stakeholder engagement regarding the school's mission and vision; rather, communication of the mission and vision is primarily limited to the display of posted statements throughout classrooms and common areas.

A2: Governance

To what extent is school's purpose 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

The VC found that the school community has limited understanding of the processes and rationale that drive the governing board's decisions, expectations, and initiatives. The school report indicates that the governing board, composed of elected district officials, regularly convenes to address district-wide educational needs, policies, and goals to support student achievement and operational effectiveness. The VC confirmed that the meeting agendas are posted on the NUSD website, and multiple avenues for public participation—including live attendance, live streaming, and opportunities for public comment—are provided to promote transparency. In the VC's meeting with district officials, it was noted that NMHS SPSA is reviewed and approved by the NUSD Board. An elected ASB Officer from NMHS serves as the Student Board Representative.

The school report also states that the Governing Board establishes graduation requirements through Board Policy, working with high school faculty and district committees composed of diverse stakeholders to provide informed recommendations; however, feedback from the focus group and parent meetings indicated that communication between the district and high schools could be strengthened, and collaboration with site educational partners remains limited. Despite these challenges, teachers and parents expressed appreciation for the recent stability of the NMHS' administrative team, following a period of significant turnover and attrition, noting that consistent high school leadership has had a positive impact on the school community.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective **Ineffective**

Narrative Rationale:

The relationship between the Governing Board, the district office and the school is ineffective. Although transparency structures are in place, meaningful student and site-level input is limited, and communication between the district and school could be improved. Teachers and parents expressed appreciation for the stability of the school's administrative team. It is the opinion of the visiting committee that the current administration has been a stabilizing factor for the school. The amount of turnover at the district office has left the school to function in a vacuum. Overall, data-informed decision making is limited, and the school community's understanding of the governing board's role remains incomplete.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

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.

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.

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

Visiting Committee Comments

The VC determined that there is limited evidence that administrators, faculty, and staff are actively engaged in the planning, evaluation, or improvement of academic programs and schoolwide systems.

During the Focus Group discussions, the VC learned that some teachers use Synergy and Illuminate to analyze data but this is not a consistent practice at NMHS. Teachers in some departments create common benchmarks and review results, but the VC determined that there needs to be training, collaboration time, and a narrow focus on site instructional goals. The administrators share NMHS CASSPP data at the beginning of the school year, teachers could sign up for teacher-led sessions on best practices.

The Visiting Committee determined that while NMHS has established structures to support student learning, there is room to strengthen shared accountability, collaborative decision-making, and reflective practices focused on student outcomes. One such structure is PAWS, a 51-minute instructional period embedded in students' schedules on Wednesdays and Thursdays to provide academic support, facilitate makeup work, and allow time for independent study. However, feedback from Focus Group discussions revealed inconsistent implementation of PAWS across classrooms. Teachers emphasized its value as instructional time and expressed the need for more consistent and effective use of this resource to maximize its impact on student achievement.

The need for additional teacher professional development was identified during VC discussions with staff: instructional practices, data analysis to inform instruction, Integrated and Designated ELD, and best practices in RSP/SDC classes. English Learners are placed in large class sizes, but the VC discussion with the administrative team revealed that next school year the site is doubling the sections for ELD in the Master Schedule. The school report notes that departments and course-specific PLCs use common units and benchmark assessments to guide instruction and monitor student progress, promoting consistency across classrooms. However, the Focus Group reported that collaboration within Department and PLC meetings remains limited. The site administrators shared with the VC that they are encouraging PLCs to create quarterly benchmarks and evaluate student progress.

The VC determined that both the Athletics Director and Activities Director lead effective programs that promote student leadership, character development, and structured growth. The Athletics Director facilitates the Student Athlete Advisory Council, which meets weekly to engage athletes in discussions on sportsmanship, responsibility, and integrity. Similarly, the Activities Director oversees a comprehensive leadership program through ASB, coordinates a wide variety of student-led clubs, and organizes campus events and fundraisers that cultivate student voice, initiative, and a strong sense of school community.

VC classroom observations revealed a range of programs and instructional practices that support student learning, yet a more coordinated and schoolwide approach is needed to maximize impact.

Students with IEPs or 504 Plans are supported through annual meetings with a team of parents, faculty, an administrator, and the student to review goals and accommodations, ensuring access to learning in the Least Restrictive Environment.

The VC confirmed that the School Site Council (SSC), which includes stakeholder representation, supports the development of academic and safety goals, allocates resources, and oversees the implementation of the SPSA in alignment with WASC and District LCAP goals.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective **Ineffective**

Narrative Rationale:

The school is partially effective in this domain as there is limited evidence that faculty are actively engaged in the consistent analysis of student achievement and other data to identify student needs, select aligned strategies, or monitor the impact of actions on student learning outcomes. Decision-making tends to occur within small groups or committees, with broader faculty and stakeholder input limited. Although the Single Plan for Student Achievement (SPSA) is aligned to the district's Local Control and Accountability Plan (LCAP) and incorporates goals related to student learning, the direct use of student data to drive schoolwide actions and continuous monitoring remains an area for growth. Shared responsibility and accountability for the implementation of strategies is emerging but not yet embedded in schoolwide practices.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

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.

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

Visiting Committee Comments

Some professional learning opportunities are identified in the SPSA as funded initiatives; however, the Visiting Committee did not find evidence that staff broadly participated in these external trainings. The VC confirmed that Social Studies participated in the development of the Freshmen Ethnic Studies curriculum, and NMHS teachers received Implicit Bias PD some years

ago. While it is noted that AP teachers are expected to attend external training sessions to support college readiness, the Visiting Committee did not find consistent evidence of teacher participation in these trainings across all AP departments. The VC meeting with district officials confirmed that NMHS's new teachers are evaluated the first two years on the CSTPs. The VC did not find evidence of faculty serving on a variety of District committees, subsequently the impact or guidance to inform pedagogy and student learning is ambiguous.

The principal actively maintains clear and consistent communication through weekly updates and site-wide announcements, ensuring that staff and families are regularly informed. Broader communication efforts—including emails, e-Blasts, Google Classroom, ParentSquare, SSC, PTSA, ELAC, and Padres Unidos—demonstrate the principal's commitment to creating multiple avenues for stakeholder engagement and fostering a well-informed school community. Career Technical Education (CTE) partners, MVROP leaders, and a board representative collaborate with the school to provide students with meaningful connections to real-world learning and career pathways.

The VC did not find evidence of a NMHS Handbook that documents responsibilities, operational practices, decision-making processes.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective **Ineffective**

Narrative Rationale:

The Visiting Committee found NMHS to be so ineffective in leveraging leadership for learning to support student achievement. There is lack of evidence that professional development opportunities and teacher PLCs are being consistently implemented to impact student achievement. Professional development opportunities exist, but lack systematic alignment with student needs, and participation is inconsistent. Department-led initiatives, such as the ethnic studies course, show teacher initiative, but broader implementation of training and coordinated continuous improvement remains an area for growth. It is a recommendation that the district provide schoolwide professional development on the PLC model as most current PLCs are not functional.

A5: Resources

To what extent are the human, material, physical, and financial resources 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 learner goals/graduate profile, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

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.

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 current.

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.

Visiting Committee Comments

The school report indicates that NMHS allocates resources through departmental budgets, School Site Council (SSC) approvals, and district initiatives to support access to high-quality instructional materials, facilities, and technology. Each department receives an annual budget for curriculum materials, with additional requests submitted to SSC. During classroom observations, the VC found instructional materials in classes. However, the VC could not determine when these instructional materials, resources, and technologies were last updated.

SSC promotes transparency and alignment with the SPSA and District LCAP, approving supplemental materials for SDC, ELD, and SPED students. The VC confirmed that NMHS collaborates with CTE partners, including MVROP and OCC, to secure grants that expand equitable STEM opportunities. Technology access is improving, with NUSD launching a 1:1 device program for the Class of 2028; in the interim, all classrooms have Chromebooks available for students.

During the Focus Group discussions, faculty shared that NMHS contributes to districtwide instructional planning through the District Curriculum Council. Departments may request additional SSC funding for projects beyond their standard budgets.

Facilities and campus operations are regularly reviewed by custodial staff and an assigned Assistant Principal, with repairs addressed through the District Work Order system and technology needs routed through district IT support. The school annually completes a Facility Inspection Tool (FIT) Report to ensure infrastructure safety and maintenance.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale: The Visiting Committee found NMHS to be effective in utilizing resources to support student success. Resource allocation occurs through departmental budgets, SSC approvals, and district initiatives, with leadership, faculty, and staff involved in decisions aligned to the SPSA and LCAP. Transparent budgeting and accounting practices are in place, and faculty demonstrated an understanding of procedures for acquiring and maintaining instructional materials. Facilities are regularly reviewed, maintained, and overseen by an Assistant Principal, ensuring a safe and functional campus. Technology access continues to expand through district initiatives.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- The school has a clearly articulated mission focused on developing students into lifelong learners and responsible citizens.
- The principal ensures clear, consistent communication through weekly updates and digital platforms like ParentSquare.
- Regular engagement with SSC, ELAC, PTSA, and Padres Unidos fosters inclusive governance; while partnerships with Mission Valley ROP support career readiness and real-world learning, and Ohlone College Connections supports college readiness.

- The site develops and implements the Comprehensive School Safety Plan, conducts regular emergency drills, and leads a Safety Committee to promote a safe and prepared school environment.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Strengthen governance structures by broadening the engagement of site educational partners and establishing more consistent, structured opportunities for stakeholder input to inform site-level decisions (PAWS, Mission & Vision, Focus of PDs, Instructional resources, Summative Assessments).
- Improve the effectiveness of Professional Learning Communities (PLCs) and department collaborations by embedding regular, data-informed discussions that drive instructional decision-making and promote student achievement. Identify and empower instructional leaders on campus to model best practices, support peer collaboration, and lead efforts to improve instructional quality across departments.
- Design meaningful professional development for Faculty Meetings that focus on best instructional practices, SDC and RSP SPED programs, and English Learners (Integrated and Designated ELD) to impact reclassification of ELLs and improve student learning.
- Establish clear systems of accountability and feedback to support teacher growth, incorporating regular observations, reflection cycles, and coaching aligned to SPSA goals.
- Allocate resources more intentionally to address the needs of student groups with the most significant performance gaps—as identified on the CA Dashboard—to bridge equity gaps and ensure equitable access to instructional resources.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- PRIDE posters displayed on school campus
- NMHS Mission and Vision posters displayed on school campus
- MVROP visit
- NMHS Athletics website
- NMHS ASB/Leadership website
- Focus Group meetings with teachers
- Classroom observations
- Meeting with NUSD officials
- Meeting with site administrators
- Meeting with Athletic Director
- Meeting with Leadership/ASB students

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do 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 standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1 Current Educational Research and Thinking: The school provides a rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence and integration among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and college and career indicators.

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.

B1.4 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Visiting Committee Comments

Newark Memorial High School (NMHS) provides a rigorous and engaging curriculum that supports students in achieving their academic and career goals. All curriculum and courses are aligned with Common Core State Standards. NMHS offers a broad range of Advanced Placement (AP) courses—approximately 19 in total—and multiple Career Technical Education (CTE) pathways. Students also have access to additional academic and enrichment opportunities, including Mission Valley Regional Occupational Program (MVROP), Media Communications Academy (MCA), Puente, theater arts, and dual enrollment with Ohlone College. Notably, about 50% of the student body enrolls in at least one AP course, with student performance on AP exams being consistently strong.

Professional Learning Communities (PLCs), organized by subject area, meet 1–2 times per month to promote curricular consistency and improve instructional practices. Teachers share curriculum resources and collaboratively develop benchmarks, rubrics, and pacing guides. These benchmarks are created using textbook resources and teacher expertise. PLCs also use student performance data to identify learning gaps and inform reteaching strategies. classrooms.

An informal “open-door” culture exists on campus, where teachers share lesson plans and occasionally observe each other's classes. This collaborative spirit has led to cross-subject teaching and an expressed interest in formalizing peer observation to deepen instructional practice. Interdisciplinary integration is evident in programs such as MCA and ROP, which encourage real-world application and collaboration across departments.

The PAWS (Providing Academic Workshop Support) program plays a central role in supporting student success. PAWS offers weekly tutorials and academic recovery opportunities, and

students report that PAWS time is helpful for catching up or receiving extra help. Teachers value the dedicated time for intervention.

College and career readiness is a clear priority at NMHS. The extensive AP offerings support college preparedness, while ROP and CTE pathways offer robust career readiness opportunities. Several core classes include practical life skills, and the computer science program recently received a grant to expand hands-on, innovative experiences. The Special Education program uses tools such as the Myers-Briggs assessment to support career planning, and guest speakers as well as the annual College and Career Fair enhance real-world exposure.

The Career Center is a central hub for post-secondary planning. It celebrates college acceptances, offers military and vocational resources, and provides career exploration support. A full-time staff member runs the center, and counselors collaborate with it to bring in recruiters and organize outreach in fields like rocketry, robotics, and coding.

NMHS operates under the guiding belief that “all students can learn when they feel connected to a community,” a vision that underpins their commitment to academic excellence. This is reflected in the schoolwide Student Learning Outcomes and the PRIDE initiative, which foster a positive and achievement-oriented school culture. The Puente program is a model of success in supporting underrepresented students in reaching four-year college goals.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school demonstrates an **Effective** rating in providing a rigorous and relevant standards-based curriculum that supports high achievement for all students. The school aligns all courses with Common Core State Standards and offers a wide range of academic opportunities, including 19 AP courses, multiple Career Technical Education (CTE) pathways, and dual enrollment options. Approximately 50% of students enroll in AP classes, consistently performing well on exams, indicating both access and achievement. These efforts reflect a strong commitment to equity, college and career readiness, and continuous instructional improvement.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 or pathways, preparation for postsecondary education for all students.

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.

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.

Visiting Committee Comments

All students at NMHS have equitable access to a relevant, rigorous, and inclusive curriculum that supports college and career readiness. Students are encouraged to make informed decisions about their educational pathways, and there are systems in place to help them explore and prepare for life beyond high school. Programs such as ROP, MCA, Puente, theater arts, dual enrollment, and the 19 AP course offerings are available to all students, with enrollment patterns reflecting the school's diversity.

Students begin building their Personal Learning Plans (PLPs) during ninth grade with the help of school counselors. These plans, which include career inventories and educational goals, are reviewed annually to ensure alignment with students' evolving interests. The Puente program has been particularly effective in increasing four-year college attendance among historically underrepresented students. Additionally, some students gain access to internships through MCA and ROP, providing valuable real-world experience.

The school's connection to the broader community and local colleges enhances access and transition support for all students. Counselors, teachers, and staff regularly engage in college and career advising, and several staff members expressed a desire to expand family engagement in this process.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school warrants an **Effective** rating in Equity and Access to Curriculum that supports high achievement for all students. Through Personal Learning Plans (PLPs) initiated in ninth grade and reviewed annually, students receive individualized guidance to align their educational goals with career interests. The many academic programs result in four-year college attendance among underrepresented students. College and career advising is a shared priority among staff, and there is a growing commitment to strengthen family involvement, further ensuring that all students are supported in achieving post-secondary success.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- A wide range of AP, CTE, MCA, ROP, Puente, and Dual Enrollment courses provide students with multiple post-secondary pathways.
- The curriculum is standards-aligned and current, ensuring students meet schoolwide learner goals.
- The PAWS program supports both academic and social-emotional development, contributing to overall student success.

Growth Areas for Continuous Improvement for Curriculum:

- Enhance data-driven instruction through targeted PLC training and more effective use of pacing guides.
- Develop clear and measurable college and career readiness indicators.
- Implement site-wide, research-based instructional strategies to improve consistency and outcomes.
- Improve communication and coordination with feeder middle schools to support incoming students' transitions.
- Encourage daily use of learning objectives and targets to improve instructional clarity and student engagement.
- Increase opportunities for meaningful parent engagement in student academic planning and support.
- Ensure comprehensive sex education is consistently offered across all grade levels.
- Expand support systems and outreach for English Learners and students in Special Education to promote equitable access and achievement.
-

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Newark Memorial High School Self-Study Document
- Student, Parent, and Staff Interviews
- Classroom Observations

- Focus Group Meetings
- Leadership and District Interviews

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

After classroom observations and focus group meetings it is apparent that Newark High School creates a safe and supportive environment for students. The teachers are passionate about building relationships with students and the students feel safe and accepted on their campus. Students love Newark high school and are proud to be a part of the “small one highschool town”. Student voice is highly apparent as halls are adorned with student painted murals, schoolwork, and agency in projects. Multiple classes employed project based learning with student choice at the center for representation of knowledge. Supplemental texts are selected to represent a range of demographics. Topics discussed include genocides, marginalized groups of society, and identity. Representation matters to the staff as a high number of their population are first generation students to the United States. Student voice is encouraged through course selection and access to academic resources like PAWS intervention. Students are encouraged to sign themselves up for the intervention they need. Some teachers regularly use strategies such as vocabulary frontloading, color coding, translation, and visuals to aid with their English learners. Some PLC’s create student learning targets for binders and review “I can” statements with students. Some PLC’s use backwards design and their department created pacing guides for their units and lessons. Teachers voice that they learn best from one another and value their colleagues' knowledge and support. Administration has started to implement school wide behavior expectations along with Cougar Pride. Counselors conduct schoolwide lessons discussing A-G requirements and graduation paths. It is unclear if all teachers have been trained in best teaching practices and methodologies for active engagement and learning in the classroom. While some teachers are utilizing said strategies in their classrooms, others can benefit from training in the engagement strategies.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

The school demonstrates a **somewhat effective** rating in Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students. Newark High School has great staff that truly care about students and are deeply passionate. Students and staff deeply care about one another and there is a culture of respect in the classroom between instructor and students. There is limited understanding of what an equity centered

learning environment looks like. While the course selection depicts various cultures and backgrounds from many different demographics, the strategies in the classroom are not always centered around equity. Best practices for English Learners and Special Education students are not being utilized in all classrooms consistently. The ELD course does not have students leveled appropriately for best language acquisition. (Multiple levels in one class with a high class size). RSP and SDC students seem combined in some classes. Learning and teaching priorities do not reflect schoolwide goals, academic standards, and college and career readiness indicators for all PLC's on campus. There are some functioning PLC's while others do not have shared norms, syllabi, and expectations. Learning targets and objectives are rarely posted or shared with students. It is unclear from a student's perspective if they understand the learning target of their teachers' lesson. Some PLC's have backwards designed units based on AP or state assessments. Some PLC's lack common formative assessments. Teachers do not have readily available identification of English Learners on rosters at the start of the school year.

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

To what extent do 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 skills, problem solving, and application of learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

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.

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.

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.

Visiting Committee Comments

Students select their courses through online registration with advice and guidance from their counselors and teachers. Technology integration is evident through widespread use of Google Classroom, digital assignments, and district-provided Chromebooks. Teachers use a variety of platforms including AP Classroom, Illuminate, Google Suite, NoredInk, Juicemind, Turnitin.com, and Desmos. Three (300+) students are able to attend the Mission Valley ROP Career Technical Education Program. Pathways give students access to applicable content directly related to career. Career readiness is emphasized through field trips, mock interviews, leadership opportunities, and pathway programs that extend learning beyond the classroom. Elective classes on campus include classes like photography, culinary, guitar, rocketry, and entrepreneurship are beloved by students. In addition, the MCA pathway offers hands-on training in multimedia, graphics, video production, and media literacy. Newark partners with Ohlone community college to provide students with dual credit or pathway credit. Puente, Leadership, and student athletes have experience with service and outreach within the community. Newark students play a pivotal role in service hours at Newark days and other community outreach

events. Most teachers and students feel empowered by PAWS period to help with intervention and work completion. The entirety of focus group C stated they do not start the school year with the knowledge of who their English Learners are in their classroom.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

The visiting committee found that Newark High School is **somewhat effective** in Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students. Focus walks did show active participation in classes. Students do feel their voice is heard at Newark Memorial High School. Counselors encourage voice and student agency through academic planning. The campus does encourage community service. Many Newark students are involved in community events and service opportunities. Most teachers have created meaningful learning opportunities that extend beyond the textbook and classroom. Counselors have partnered with teachers to instruct students on their A-G requirements. The College and Career center is always open and readily available for students to have access to materials regarding college and career. Most teachers use various digital platforms and technology in the classroom. All classrooms have a laptop cart and students can use laptops to work on their curriculum. Some classroom strategies reflect evidence based instructional methodologies but not all. Professional Learning Community (PLC) training and work surrounding framework and expectations is needed. While there are some functioning PLC's, not all are aligned with schoolwide goals and expectations. There is little evidence to show that instructional strategies are evidence based.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- Integration of technology across disciplines enhances student productivity and engagement.
- Twice-weekly PAWS intervention supports academic success across subjects and encourages student agency.
- Partnership with Mission Valley CTE/ROP provides real world experience and insight.
- Curriculum includes multiple perspectives, cultures, and reflects the student population.

Growth Areas for Continuous Improvement for Learning and Teaching:

- Develop consistent syllabi and grading practices within departments and PLC's.
- Increase inter-departmental collaboration on curriculum planning and shared expectations.
- Address equitable access for English Learners and students with IEPs/504 plans.
- Develop benchmark assessments for all core subject areas. Ensure department-developed benchmarks are both academically rigorous and meaningful to students while being aligned with common core state standards.
- Implement evidence based instructional methodologies that highlight reflection, engagement, and collaboration in all subject areas.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Every classroom visited had laptop carts. Students had access to the technology within each classroom.
- Teachers and students both advocated strongly for PAWS time. Teachers stated they do not have the pre & Post data to show the student achievement, but share anecdotes of their beliefs that it works for students.
- Teachers utilized digital platforms in their classroom teaching: Desmos, Turnitin.com, AP Classroom, Google Suite, NoredInk, Juicemind.
- MCA Elective art, videos, and posters posted around campus.
- Student work displayed and highlighted in hallways around campus.
- Same syllabi and grading structure in math and science
- Some PLC's use backwards design within curriculum planning, some do not. There is a lack of consistent PLC unit planning.
- Tutoring, counseling, character courses available during PAWS.
- Counselors meet with students for academic planning
- Counselors host class lessons
- Counselors regularly analyze DF&I list to inform meetings
- Classroom curriculum includes texts from a variety of cultures and backgrounds.
- Teachers report there has been CAFE conference attendance for some.
- Teachers report there are some professional development opportunities they would like to attend. Others report that the best professional development opportunities for them are each other.
- Few classes are implementing strategies within instruction for English Learners and Special Education students
- Digital textbooks available for most classes
- Project based Learning in some classes
- ELPAC practice exams in ELD
- Some teachers express that they do not know how to run data in Synergy
- Focus Group C indicates they have no way of knowing who their English Learners are without looking up a student's schedule.
- Advanced Placement Participation is high
- College and Career center is an impressive space and tool for students
- College and Career center is always staffed and readily available for student use
- Counselors report that teachers are accommodating and always willing to work with students when they fall on unfortunate circumstances
- It is unclear if the SDC and RSP students are combined in a class.
- There is a clear shortage of qualified special education teachers and the site has struggled to staff their Special Education population

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 educational partners.

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.

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.

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.

Visiting Committee Comments

Newark Memorial High School utilizes a variety of assessments in order to develop a better understanding of their students' academic progress. Through CAASPP, ELPAC and common summative assessments the school is able to create a profile of their learners. However, this practice was found to be in some areas with few teachers reviewing data with any consistency. When reviewing the evidence provided by departments and/or PLC's for common assessments many of the folders were empty or had few examples of assessments that were given. Also, there was little evidence provided of data from assessments that had already been given. Other than report cards it was not clear how the school staff (teachers, counselors or administration) report students' performance data to educational partners.

In some areas students' grades are standards across content areas. When reviewing materials given to the visiting committee it was not clear that teachers were in alignment on grading, assessments or performance levels to demonstrate mastery. There is no evidence that showed consistency across grade levels or content areas.

There was little evidence that data was used to inform changes to the school program. A few of the AP teachers reported reviewing AP exam results to find and fill gaps in the previous years' lesson plans in order to produce better outcomes for the current years' students. This was not a common practice among the teaching staff. Data is a weakness at NMHS and needs to be resolved in order to give the staff the tools to make decisions, move instruction forward and produce better overall outcomes for the entire student body.

The district office has provided data on suspension rates and attendance rates. While these are important data sets to review they don't help the school review program effectiveness or shape expectations for students' academic growth and progress. It was shared with the visiting committee that the current SIS is not user friendly and doesn't allow for all users (teachers and admin) to access the data they need in order to make decisions.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective **Ineffective**

Narrative Rationale:

There is a fundamental breakdown in this area. There is little to no evidence to show that data is being used, reviewed or examined in order to shape the programs at the school. It seems to the visiting committee that most teachers are doing their own progress monitoring, while nothing is PLC wide or school wide. The ineffective rating reflects the lack of systematic data review. While local data may be used to inform instruction, it is in isolated pockets across campus and lacks the consistency needed in order to move the school programs forward.

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

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

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.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

Some teachers use a wide range of assessment strategies to evaluate student learning. Students are encouraged to present evidence of learning in the form of portfolios that they make using Google Sites in the Puente class or videos in the entrepreneurship class. Students present evidence of learning in formative assessments using mini white boards in math and social science classes, summative assessments (unit tests, performance-based projects), and informal checks for understanding (e.g., class discussions, peer reviews). While benchmarks were present they were inconsistent from department to department and limited data was available to show the implementation and monitoring of said benchmark. Folders of evidence provided to the visiting committee to support that benchmark assessments were being used schoolwide, the folders were organized by department or PLC. Of the 14 digital folders provided: 5 were empty when opened, 3 had material in the folder that looked more like chapter tests or quizzes, 4 had one or two examples of benchmark assessments to be used over the course of the year, 2 folders had solid benchmark assessments that were tied to state standards and were easy to identify were in the course of the year they were fit in. There is no evidence that schoolwide data is being shared or used to inform instruction. It is unclear if the teaching staff as a whole uses local data to guide, modify and adjust curricular and instructional approaches. Again this may be happening in isolation, but there is no system in place or evidence of a schoolwide effort.

Supporting Evidence:

- Benchmark and formative assessment data showing individual and cohort growth over time in math courses
- Student portfolios that document progress toward schoolwide learner outcomes in the Puente program
- Use of online platforms (Google Classroom and Synergy) for tracking assignment completion and targeting material to be retaught using Illuminate.
- School wide professional development meeting where student CAASPP data is reviewed and discussed
- Spanish students gain real world fluency in the language by daily speaking practice demonstrated in daily interviews
- Using culturally relevant and real-work examples such as Spanish teachers teaching the imperative tense by having students follow the menu and command the cook to perform in a given way
- English classes write, edit, and publish newspaper in which students hone and display editing skills and produce a newspaper
- Media Communications Academy students design and produce graphic designs in the form of posters, in both hard and digital copies

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective **Ineffective**

Narrative Rationale:

The visiting committee has seen evidence of some teachers monitoring and evaluating growth toward student progress, however, this seems to be happening in small groups rather than PLC wide or even site wide. There is a need to increase student voice and feedback in this area. While formative and summative assessments are given it was not clear if they are PLC wide or even within the course alike. While the visiting committee did review the material provided it is the opinion of said committee that a focused effort on the creation, implementation and analysis of benchmark assessments would help move the entire program forward.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**Areas of Strength for Assessment and Accountability:**

For a school of its size, Newark Memorial has outstanding participation rates in AP courses and excellent passing rates, especially in AP Government where 35% of the senior class is enrolled and there is a 61% passing rate.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Form Professional Learning Communities to improve student learning by sharing expertise and engaging in changes based upon data analysis and reflection designed to foster a culture of continuous improvement and to improve teaching practices.

- **Teachers will implement daily use of learning objectives, learning targets, benchmark assessments, and evidence based instructional methodologies** that highlight reflection, engagement, and collaboration in all subject areas to increase student achievement.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Newark Memorial High School Self-Study Document
- Student, Parent, and Staff Interviews
- Classroom Observations
- Focus Group Meetings
- Leadership and District Interviews

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

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.

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

Visiting Committee Comments

Each spring, Newark Memorial High School (NMHS) counselors meet with students in English classes to review graduation requirements and course offerings and provide the same presentation for incoming eighth grade students. To welcome incoming freshmen, NMHS presents a freshmen orientation for students and parents highlighting the programs and services. This year, NMHS incorporated a speaker, DJ Johnson, for parents to provide support in connecting with their students. Additionally, NMHS also provides an informational parent meeting for seniors to ensure they are on track for all graduation and transition requirements. NMHS actively engages families through culturally responsive strategies and bilingual

communication. Monthly ELAC, DELAC, and Padres Unidos meetings empower parents, particularly those of English Learners, to contribute meaningfully to school planning and student support. The PTSA further enhances parental involvement in extracurricular and academic programs.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Newark Memorial High School employs a range of culturally sensitive strategies to encourage family and community involvement. From celebrating diversity through multicultural events to providing comprehensive support systems, the school demonstrates a commitment to inclusivity and building strong relationships with students, families, and the community. While there are areas for improvement, such as increasing participation in certain events and programs and establishing systems in place to ensure cohesivity, the overall approach reflects a dedication to creating an inclusive and supportive learning environment for all students.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a nurturing learning environment?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a nurturing learning environment for all students, including internet safety.

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.

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

Visiting Committee Comments

The entire school community has an atmosphere of trust, respect, equity, and professionalism. NMHS leadership is committed to creating a safe, clean, and orderly environment that nurtures learning and promotes a culture of trust, inclusivity, and high expectations. To ensure a safe and orderly learning environment, leadership has developed emergency procedures, ensures digital safety and integrity with programs like GoGuardian and Turnitin.com, and provides a caring and supportive atmosphere. Regular social-emotional learning activities are integrated into the curriculum. Teachers and staff complete counseling referrals (COST) to provide support for students in need. The school has a teacher assigned to a program called Project Connect that tracks struggling freshmen (students with Ds or Fs) and provides regular support, grade checks, and parent communication to ensure students are working to become independently successful in their transition to high school. Also, the Activities Director implemented a challenge day to promote empathy and understanding among students. The Athletic Director provides weekly character workshops with various athletic teams to build team unity and develop skills to cope with difficult situations on and off the playing field. NMHS builds trust, respect, and

professionalism by prominently displaying student learning outcomes (PRIDE). Staff and administrators recognize and reward positive student behavior. Students also participate in grade-level expectation assemblies as needed throughout the school year.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Newark Memorial High School demonstrates a strong commitment to fostering a safe, nurturing, and inclusive school culture. School leadership understands and implements policies, regulations, and resources to ensure a safe (including internet safety), clean, and orderly environment that nurtures learning for all students. The entire school community demonstrates an atmosphere of trust and respect to support student achievement and well-being. All students experience a caring school culture with high expectations for all and a learning environment that honors individual differences, social emotional needs and is conducive to learning. The WASC visiting committee recommends implementing a system for tracking the impact on student outcomes.

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

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1 Multi-tiered Support: School leadership implements and evaluates the effectiveness of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 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.

E3.3 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.

Visiting Committee Comments

NMHS provides comprehensive support systems to ensure student success, college and career readiness, and personal growth. The school offers multi-tiered academic support through a tutorial period (PAWS) twice weekly. This program allows students to receive extra help in any class, make up any missed assessments, utilize the weight room, or receive additional social-emotional support. For credit recovery, the school offers APEX and summer school options. They also have targeted support for freshmen that are struggling in the transition (Project Connect). To assist with social-emotional support staff submit COST forms to start the support process for students. Mental health services are on campus with a full-time mental health professional, and the school partners with Bay Area Collaborative for two additional therapists. Students are involved in the school culture. Many students participate in over 30 clubs and 44 sports. A student leadership class plans, advertises, and executes multiple campus-wide activities

such as HATS and the class Olympics. The Athletic Director facilitates a Student Athlete Advisory Council to help students develop leadership skills and serve the Newark community. Students advocate for themselves through a student portal that allows them to track their own academic progress, and they make requests to use the PAWS time to improve their academic performance.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Newark Memorial High School demonstrates a strong commitment to supporting student learning, personal development, and college and career readiness through a comprehensive system of academic, social-emotional, and multi-tiered supports. While multiple support programs are in place, the school should strengthen its efforts to evaluate their effectiveness through data analysis, regular progress monitoring, and stakeholder feedback. Continue to ensure that students with special needs, English learners, and students from underrepresented backgrounds have full access to co-curricular and leadership opportunities. Although SEL is provided, a more formalized and consistently delivered social-emotional learning curriculum across all grade levels could improve outcomes and alignment with student developmental needs. Involve students more directly in the design and improvement of academic and support services to increase relevance and responsiveness.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Students and parents feel safe and welcome on campus.
- The school provides many academic opportunities for students including MVROP, MCA, Puente, performing and visual arts, culinary, and Advance Placement classes.
- Students participate in a variety of programs during and afterschool including athletics, clubs, leadership, and service projects.
- The school has many supports in place for the benefit of students including mental health services, Project Connect, PAWS, and Champions of Character.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Increasing family and student involvement
- Implementing more systematic evaluation processes to assess the effectiveness of these initiatives in improving student outcomes and well-being.
- Increase opportunities for students to provide input on school culture initiatives and decision-making to ensure inclusivity and responsiveness to student needs.
- Expand professional development opportunities for staff focused on equity, inclusivity, and trauma-informed practices to further strengthen the school's culture.
- Strengthen its efforts to evaluate their effectiveness through data analysis, regular progress monitoring, and stakeholder feedback.

- Continue to ensure that students with special needs, English learners, and students from underrepresented backgrounds have full access to co-curricular and leadership opportunities.
- Formalize and consistently deliver social-emotional learning curriculum across all grade levels could improve outcomes and alignment with student developmental needs.
- Involve students more directly in the design and improvement of academic and support services to increase relevance and responsiveness.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Notes from Parent Meeting: parents were passionate about supporting the school and their students. The parents felt safe sending their children to this school and enjoyed the after-school activities and informational presentations. Communication with parents through Parent Connect is a positive tool. However, parents were concerned that students that were not on either end of the success spectrum were being ignored and unsupported. One parent expressed concern that her special needs son had been without a regular teacher for most of the year.
- Notes from classroom observations: Most students appeared to be engaged in class. However, the use of technology was not consistent. Evacuation maps were inconsistently utilized. PRIDE posters were posted with older SLO posters limiting their impact. Teachers seemed to be working in a silo with their own agendas and processes without data driven practices.
- Notes from Student Leadership Meeting: Students are really invested in ensuring participation and are proud of their campus. They liked the school branded shirts they received at the beginning of the year so that everyone could participate in spirit days. They especially enjoy athletics, clubs, and school-wide events. Many of these students utilize PAWS time to make up work and connect with their athletic teams. Students expressed the need for better WIFI and Chromebooks to enhance their school experience.
- Notes from ADHOC student meeting: Students were enthusiastic about their teachers and staff. They felt safe on campus and liked the other students. They really like how flexible their classes can be and like the variety of options. They all love the lunch menu. Many students are upset that only one bathroom is available during much of the school day. They would like Vape sensors in the bathrooms to deter the practice. They are disappointed that so many of the bathrooms are damaged or dirty. They would like more academic clubs for students that are not artistic or athletic. They expressed the need for consistent messaging from administration and also follow through. Last they are disappointed that PAWS is scheduled to be cut from their schedule.
- Notes from Category E Meeting: Attendance for Back-to-School night has gone down with the increase of technology. Some teachers are not a fan because it feels elementary and the parents that attend are usually not the ones you need there. Some teachers do enjoy back to school night as useful information is given through it. ELD parents struggle to get there because they are working all the time. It is hard to get that demographic to BTSN. Current format isn't set up to get more information about a students/family. Teachers are proud of about this campus
 - Multicultural week HATS; cultural clubs. Newark is extremely diverse. A few years ago the show was opened up to the nighttime.
 - Happy with the investment in Mental Health. Happy that the school takes mental health seriously
 - Loves that it is a small town. Loves that the system feeds itself (many people that

- teach here went here)
- Students take pride in being from a small place and competing against bigger schools
- Athletic Director has created a character class. Athletes had a conference and athletes are proud of being in athletics.
- No matter what time you are here, a coach will be on this campus
- Notes from PAWs observations: Several classes are actively engaged in supporting students. The Activities Director hosted a club awards ceremony and had clubs renew their charters for the next school year. The weight room was being actively used to contribute to the physical support of students. The coach in the weight room checked into

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

- Newark Memorial High School does ensure a positive culture on campus for all students. Diversity and inclusion are factors in both the classroom settings and the various offices on campus. School leadership understands and implements policies, regulations, and resources to ensure a positive environment that nurtures learning for all students.
- A comprehensive set of academic pathways are provided on campus: Puente, MCA, MVROP, OCC, and AP with high participation rates across the student body. These programs reach a wide variety of students across several disciplines to enhance college and career readiness.
- A myriad of mental health supports and academic supports on campus and a comprehensive approach to supporting students with the COST team, Project Connect and the integration of CCGI through the counseling team. These supports ensure that students' academic, social-emotional, and temporal needs are met.
- When used appropriately, the PAWS program supports both academic and social-emotional development, contributing to overall student success.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

- NMHS should continue to develop and integrate a systemic approach to departmental and school-wide benchmark assessments.
- NMHS should continue to increase support, engagement and outreach for students with additional needs (EL, SPED, 504 students).
- The District and School should address facility issues that impede safety and learning in the 21st century.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous**

improvement. (Note: Show the relationship to what the school has already identified, if possible.)

- Newark Memorial High School should develop a schoolwide, formalized process for use of data to drive PLC discussion and decision making. Consider using 3-5 data sets several times over the course of the year to measure student progress.
- Develop a systemic approach to seek stakeholder input (staff, students, parents, administration, district officials) prior to making site-level decisions (PAWS, Mission & Vision, Curriculum & Instruction, Culture & Climate, SPSA Goals).
- Establish Professional Learning Communities (PLCs) and department collaborations and embed regular, data-informed discussions that drive instructional decision-making and promote student achievement.
- Identify and empower instructional leaders on campus to model best practices, support peer collaboration, and lead efforts to improve instructional quality across departments.
- Design professional development for faculty that positively impact the student achievement of the subgroups as identified on the California Dashboard. Expand professional development opportunities for staff focused on equity, inclusivity, and trauma-informed practices to further strengthen the school's culture.
- Teachers will implement daily use of learning objectives, learning targets, benchmark assessments, and evidence based instructional methodologies that highlight reflection, engagement, and collaboration in all subject areas to increase student achievement.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan/SPSA**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/SPSA.**

The SPSA is broken down into several action items. Each action item addresses at least one of the district LCAP goals and has specific tasks, timeline, who is responsible and what the outcome should be.

The action items are as follows:

- NMHS should continue to develop, integrate, and reflect on its departmental and school-wide benchmark assessments.
- The School should continue to increase support, engagement, and outreach support for English Learner and Special Education populations.
- Develop clear, coherent safety procedures and training; educate stakeholders of these procedures.
- Ensure that all courses are provided with up-to-date curriculum and resources.
- The District and School should address facility issues that impede safety and learning in the 21st Century.
- 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.

The school has done a good job with identifying areas that are in need of focus and attention. It is the opinion of the visiting committee that more specific language and deliverables need to be added in order to bring growth to the school.

There is alignment of the SPSA and the LCAP. Language that is used in the SPSA is reflective of the language in the LCAP. The two documents work well together.

It is the opinion of the visiting committee that the implementation and monitoring of some of the action items will be difficult given the current set of circumstances. While the school is able to move forward with some aspects of the plan, some areas require more support from the district office and that has not always been followed through on.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

It is clear that the school understands what needs to happen in order to produce positive student outcomes. It is not clear that the school currently has the capacity to implement and monitor all aspects of the SPSA. Some data is used to evaluate the major learner needs, but this data lacks consistency. The SPSA and the LCAP are aligned and share a common language. The administration should investigate systems to monitor and provide feedback to the school community.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

There are some levels of collaboration and shared decision making within the school. The school leadership has a sense of urgency and often checks in with stakeholders. The PLC process at the school is loose and somewhat ambiguous. There are pockets of collaboration in the school but it is not systemic or sustainable in its current form. Some members of the school community understand the implementation and monitoring aspects of the SPSA, but many do not. There is a solid understanding among the school community of the diversity of the student body.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.			X	
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.			X	
Acceptable progress by all students			X	
Vision and Purpose (A1)		X		
Governance (A2)				X
Leadership for Learning (A3)				X
Qualified Staff and Professional Development (A4)				X
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)			X	
Student-Centered Instruction through a Variety of Strategies and Resources (C2)			X	
Reporting and Accountability Processes (D1)				X
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)				X
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Multi-tiered Personal, Social-emotional, and Academic Support (E3)		X		

Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA			X	