

The Single Plan for Student Achievement

Newark Memorial High School

School Name

01-61234-0130054

CDS Code

Date of this revision: 5/31/11

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Newark Unified School District

School District

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The District Governing Board approved this revision of the School Plan on .

I. School Vision and Mission

District Mission Statement

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, and productive citizens.

School Mission Statement

NMHS Mission Statement

The mission of Newark Memorial High School is to empower students in becoming lifelong learners who possess the skills, ethics, and creativity to reach their full potential as contributing, productive, responsible citizens.

NMHS Vision Statement

The vision of Newark Memorial High School is a school where all students are engaged in the highest quality standards-based education. Every student develops individual strengths, has a strong academic foundation, and is prepared to contribute to the community as a technologically skilled, globally aware, productive, responsible adult. Acknowledging that education is a collaborative process, students, staff and parents work together and create a safe, nurturing environment, committed to the values of mutual respect, strong academic achievement, effective communication, and life-long learning.

II. School Profile

Introduction

Newark Memorial High School, the only comprehensive high school in Newark Unified School District, is a school focused on helping all students to reach their potential and become productive members of society.

Expected Schoolwide Learning Results (ESLRs)

ESLRs are statements of what the NMHS community believes students should know, be able to do, and understand by graduation.

1. All students will have a strong academic foundation.
 - a. Students will learn skills in reading, writing, listening, speaking, math, science, social science, the arts, languages, health, safety, and fitness.
 - b. Students will develop problem solving and critical thinking skills.
 - c. Students will develop basic computer literacy, word processing, and internet and academic research skills.
2. All students will be prepared to contribute to the community.
 - a. Students will be able to work effectively with others, showing tolerance and respect for the diversity of people.
 - b. Students will demonstrate awareness of varying viewpoints on local and global issues.
 - c. Students will set goals leading towards career choices.

School Description

Newark Memorial High School is the only comprehensive high school in the Newark Unified School District. Nearly 2,000 students attend classes in grades nine through twelve. The teachers are highly trained and provide a broad curriculum to prepare students for universities, colleges, and community colleges. In 2009, the NMHS graduation rate was 91%. This was an increase from the previous year. NMHS continues to meet the federal graduation rate criteria for AYP.

The school provides California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress, and this school is not under any state or federal sanction.

Newark Memorial High School celebrates our diverse ethnic population of African-American, Asian, Hispanic, Philipino and White students. The school also provides specialized services to English Learners, and Students with Disabilities.

The City of Newark is located in Alameda County, and is home to over 43,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of "big city" life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, one continuation high school, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a "world class education" based on a strong liberal arts foundation and centered on the district's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

Description of School Programs

Newark Memorial has a variety of programs to meet the needs of all students. These include Special Education services, English Language Development classes, and a wide-range of Advanced Placement courses. Special programs in the school include a Media and Communications Academy (MCA), a Tourism/Docent program in Marine Science and Technology (MaST), music and drama. AVID (Advancement Via Individual Determination), Puente, and Ohlone College Connections provide instructional and informational support for college-bound students. In addition, there are several very strong, active, visual and performing arts programs, including a full ceramics studio, theater, and visual art classrooms. A number of programs provide extra academic support. These include: intervention classes for 11th and 12th graders who have not passed the California High School Exit Exam, and

support classes in English and math.

NMHS has two Partnership Academies in MCA and MaST. Both of these are smaller learning communities based on career-focused themes. All students are given access to a rigorous curriculum and advanced courses, with support, in order to succeed. However, NMHS is in need of specific interventions as it faces an upward climb to improve its Academic Performance Index, reduce its dropout rate, and increase the number of graduates meeting state college requirements. Structural and instructional reforms include: Academies, Block Periods, Ohlone College Connections, Intensive Literacy and Math Interventions, and a Link Crew/Freshman Summer Bridge Program to assist incoming freshmen in their transition to high school.

Newark Memorial has extensive facilities including a Tech Center, with TV and recording studios, an aquarium, two open computer labs, and four classrooms with full sets of computers dedicated to special programs. The school also has a student commons (cafeteria), a large gymnasium/event center, and a dance studio. All classrooms have a TV/VCR. Many teachers use school-provided laptops in the classroom with LCD projectors to broaden the range of instructional strategies. The school library has several computers with internet access for student research, although there is increasing need for updating library/research facilities.

III. Supplementary Programs

Title I - Schoolwide Program

- To promote instructional reform throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficient performance under the state's achievement standards. The schoolwide program has been based on a comprehensive needs assessment; the development of a comprehensive plan based on the results of the assessment; and an evaluation to determine whether the plan has worked and what improvements may be needed.
 - Schoolwide reform strategies:
NMHS is not a Title 1 school and does not receive Title 1 funding.
 - Instruction by highly qualified teachers:
All teachers have been certified as "Highly Qualified" using NCLB standards.
 - Parental involvement:
Three new parent organizations have been established to increase parent participation. Newark Memorial High School's first Parent/Teacher/Student Association was founded by parent's with technical assistance of school staff and regional PTA leaders. The Latino Parent Meetings have been resumed with 55 parents and students in attendance at the first meeting. The newest parent group established in the 2010 school year has been the College-Going Culture Parent Committee. All three groups meet monthly on the first three Wednesdays of the month.
 - Additional support:
In order to provide support to students classified as Basic, Below Basic, and Far Below Basic through data from subject matter tests given in the STAR exams, new programs have been developed in English, Reading, and Mathematics for the 2011-12 school year.
 - Transition Plans:
A four-year planner is developed for each student and adjusted annually for necessary or desired changes.

Title II Part A - Teacher Quality

- To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment.
- To increase student academic achievement by improving teacher quality.
- To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind compliant.

The professional development activities conducted at Newark Memorial High School during the 2009-10 school year were focused on expanding instructional strategies to best meet the needs of a diverse student population, how to work with data, using technology, and school safety. During the 2010-11 school year, professional development focused on further instructional and classroom management strategies to support all students in meeting standards, use of data both in the classroom and school-wide to determine student proficiency, use of data to determine the most effective program and instructional changes, and data analysis, and communication. Planning and work has begun towards preparation for an accreditation visit which will occur in February, 2012.

In 2010-11, Newark Memorial implemented a new student information system to replace SASI. Genesis will be phased in over time with new components added each year. and continue to meet the needs of a diverse student population by building on instructional strategies such as differentiated instruction, analysis of data using OARS, and use of research-based strategies and student engagement practices. We will continue to

implement the following activities to meet the above program goals:

Activities:

1. We will continue to mandate that all students take 6 courses, with the exception of seniors who are on track to graduate.
2. Starting with their freshman year, we will work towards having every student complete a concept map of their courses in relation to their college plans (four year plan).
3. We will provide tutorial services for students struggling in all subject areas, as budgets permit.
4. We will provide teaching staff with staff development focusing research-based, high impact learning strategies for instruction.
5. We will train staff members to diversify their means of curriculum delivery to address multiple learning styles and preferences.

Two assistant principals have completed the AB430 principal's training in conjunction with their Tier II administrative credential completion. Also, all administrators have participated in the District's Leadership Academy as well as the Activities Director, School Secretary, and our Newark Police Department School Resource Officer.

Title II, Part D - Enhancing Education Through Technology

- To provide funds for innovative initiatives to support the integration of educational technology into classrooms in order to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement.

In 2010-2011, Newark Memorial High School continued professional development to train all staff in the effective management and instructional uses of the variety of technological tools available at the school. We also provided all teachers with the skills necessary to improve school to home communication through increased use of technology as we continue use of the school-wide School Loop software communication tool. The school website was updated and improved to include numerous links to multiple programs, provide information on school and district policies, and all school activities. New hardware and software was purchased to enhance classroom teaching and learning and to assist teachers in providing necessary interventions to help close the academic achievement gap. New hardware and software will be purchased as funds become available. These purchases align with the 2008-2009 NUSD District Technology Plan goals.

In 2011-2012, Newark Memorial High School will continue training staff in the uses of technology as a classroom and communication tool in order to improve student achievement. The majority of teachers now use School Loop as a tool to communicate with students and parents on assignments, grades, and other academic concerns. In addition, in October of 2009, NMHS teachers attended training on the OARS Online Assessment and Reporting System that will allow the development of common benchmark and final exams.

Title III - Limited English Proficient

- To provide supplementary programs and services for LEP students and their families to enable students to meet grade level requirements.
- To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum.

Newark Memorial High School provides an extensive program for Limited English Proficient students, including beginning, early intermediate, intermediate and advanced level English language development courses using comprehensive instructional materials approved by the State of California for ELD. The early advanced and advanced level students have ELD courses which provide support for their regular English classes. Spanish speaking bilingual aides provide support in sheltered math, science and social science classes taught by CLAD

certified teachers. Native language tutors are available to provide support to students in other languages. Site administration has implemented a series of monthly meetings for parents of English language learner students to help address their needs and concerns and to help close the achievement gap. Quarterly ELAC meetings will be implemented to involve parents in the program. The proportion of NMHS families that identify languages other than English as the primary home language is growing-- the majority, Spanish. The Student/Parent Handbook, the course catalog, School Loop, and school forms are translated into Spanish.

Title IV - Safe and Drug Free Schools

- To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

Newark Memorial implemented a variety of policies with the goal of increasing campus safety, holding all students accountable for attending class, reducing the number of students out of class, communicating with parents regarding student behavioral concerns, and eliminating student use of drugs and alcohol. Funds were used for curriculum materials for the State Requirements classes, and counseling. These activities will continue during the 2011-12 school year.

Title V

- To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.
- To meet the needs of at-risk students.

In previous school years, Title IV funds have been used to support the use of technology in the classroom and throughout the school. NMHS currently does not have Title IV funding.

In 2011-2012, we will continue to look for ways to fund technological innovations to improve academic achievement, enhancement of our library services, and to implement the use of innovative instructional and media materials. We will continue to use available funds to support programs in place. Newark Memorial High School will continue to use appropriate available funds to support the use of technology in the College/Career Center.

English Language Learner Program

- To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.

English Language Learner students receive training in English language development in a series of courses for students with beginning level skills to those with advanced ELD level skills. They are regularly assessed regarding their English language skills and placed in classes, taught by CLAD certified teachers, appropriate to their level of English language development. See Title III-LEP above for a more extended description of the program and services. These activities will continue during the 2011-12 school year as we strive to achieve academic equity and close the achievement gap for English Learner students.

Gifted and Talented Education Program (GATE)

- To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents.

NMHS does not receive GATE funding. In spite of this, the Advanced Placement Program has grown in numbers of students participating in AP classes and the number of classes and subjects continues to grow. We will add AP Statistics in 2011-12.

Tobacco Use Prevention Education (TUPE)

- To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop.

There are currently no TUPE funds at NMHS.

In the NMHS State Requirements course, a graduation requirement, students are taught about the deleterious effects of tobacco products, and are taught skills to resist the pressures to begin smoking, or are provided counseling to help them stop. In order to prevent poor behavior choices that may lead students to engage in the use of tobacco products, adult supervisors (campus monitors, administrators and the School Resource Officer) are out on campus during brunch and lunch times and between classes, working with and observing students to help ensure continued healthy behavior choices.

Special Education Program

- To ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

The Special Education program includes resource classes, special day classes, and classes for severely handicapped students. Individual Educational Plan (IEP) meetings are conducted on a regular basis with participation from students, parents, regular education teachers, Special Education teachers, and administrators. Counselors and the Workability Specialist also meet with students and parents to provide school to career information. When appropriate, Student Study Team (SST) meetings are convened for possible referral to Special Education or 504 assessment, as well as current academic progress. New students are assessed upon enrollment, placed in classes and provided services based on their own unique needs.

Unrestricted Flexibility Block Grant

Due to Tier III flexibility, School Improvement Program, School Library Materials, and Arts and Music Block Grant and multiple other categorical programs have been suspended.

This information is included to describe some ways that the site manager has allocated the use of unrestricted funds in coordination with categorical programs.

The Newark Memorial High School Site Council discusses school programs and allocates resources to ensure that English Language Learners meet standards. Flexibility block grant funds will not be allocated to NMHS in 2011-12 during the State's budget crisis.

Other Programs Specific to your site that fund any action plans/objectives

IV. School Demographic and Student Performance Data**Student Enrollment by Ethnicity**

	2008-09	2009-10	2010-11	2011-12
Total Enrollment	2158	2126	1945	1,924
% African American	8.39%	7.38%	7.15%	7.12%
% Asian	13.44%	12.75%	12.96%	12.68%
% Filipino	11.08%	10.30%	10.64%	10.45%
% Hispanic	39.02%	42.38%	43.03%	44.44%
% Pacific Islander	2.73%	1.98%	2.31%	2.34%
% White	22.98%	21.35%	19.79%	19.13%

English Learners by Fluency

	2008-09	2009-10	2010-11	2011-12
Total Number of EL Students	223	204	149	168
#Advanced	16	16	2	7
#Early Advanced	49	68	38	45
#Intermediate	93	73	70	78
#Early Intermediate	33	25	22	27
#Beginner	32	22	17	11

IV. School Demographic and Student Performance Data

California Standardized Tests (CST) Data

**All Students
English-Language Arts**

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9	57	64	61	28	24	24	10	8	11	5	4	4
Grade 10	48	45	50	28	34	32	13	15	11	11	6	6
Grade 11	46	51	45	29	29	33	13	12	14	12	8	8

IV. School Demographic and Student Performance Data

California Standardized Tests (CST) Data

All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 8												
Grade 9	2	5	6	26	27	12	30	32	39	43	36	42

Grade Level	Performance Data by Grade Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 7												
Grade 8												
Grade 9	18	20	25	25	31	28	42	33	33	14	15	14
Grade 10	4	3	2	14	23	9	51	52	57	30	21	32
Grade 11	3	12	0	9	15	7	56	35	52	32	38	41

Grade Level	Performance Data by Grade Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 8												
Grade 9	57	89	77	38	8	21	5	3	1	0	0	1
Grade 10	18	25	23	33	33	35	39	35	34	10	6	9
Grade 11	3	15	4	19	27	18	56	45	49	22	13	28

Grade Level	Performance Data by Grade Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9	*	76	88	*	24	12	*	0	0	*	0	0
Grade 10	38	45	56	38	45	32	21	6	13	3	5	0
Grade 11	7	15	11	25	23	26	39	34	39	29	28	24

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Grade 9												
Grade 10	76	*	94	20	*	6	4	*	0	0	*	0
Grade 11	52	49	51	27	24	32	19	22	17	2	4	0

IV. School Demographic and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1427	1,372		295	264		87	93		185	165	
Growth API	737	749		772	808			639		833	828	
Base API	725	738		763	772		636	635		823	835	
Target	5	5		5	5					A	A	
Growth	12	11		9	36					10	-7	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	603	601		369	340		581	659		119	107	
Growth API	695	698		614	615		684	683		411	475	
Base API	672	697		595	616		667	686		387	415	
Target	6	5		10	9		7	6		21		
Growth	23	1		19	-1		17	-3		24		
Met Target	Yes	No		Yes	No		Yes	No		Yes		

IV. School Demographic and Student Performance Data**Title III Accountability (Newark Memorial High School's Data)**

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	204	149	
Percent with Prior Year Data	201	97.3	
Number in Cohort	98.5	145	
Number Met	115	60	
Percent Met	57.2	41.4	
NCLB Target	53.1	54.6	56.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	115	109	88	81		
Number Met	33	45	10	24		
Percent Met	28.7	41.3	11.4	29.6		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	Yes	No	No		

IV. School Demographic and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	1,415	1,381	
Percent with Prior Year Data	99	99.3	
Number in Cohort	1,405	1,371	
Number Met	740	669	
Percent Met	53	48.8	
NCLB Target	53.1	54.6	56.0
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,370	379	1,295	378		
Number Met	306	147	279	139		
Percent Met	22.3	38.8	21.5	36.8		
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	No	Yes	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

IV. School Demographic and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	93	96		95	98		84	94		99	100	
Number At or Above Proficient	309	280		66	76		19	12		54	31	
Percent At or Above Proficient	64.9	58.8		69.5	76.8		55.9	42.9		78.3	66.0	
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	92	94		87	93		90	94		42	80	
Number At or Above Proficient	110	106		39	25		103	82		4	7	
Percent At or Above Proficient	57.0	50.0		33.3	20.8		52.6	41.8		22.2	22.6	
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No		No	No		No	No		--	--	

