

Newark Junior High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Newark Junior High School
Street	Newark Junior High School, 6201 Lafayette Ave.
City, State, Zip	Newark
Phone Number	5108183001
Principal	Risha Krishna
Email Address	rkrishna@newarkunified.org
School Website	https://njhs.newarkunified.org/
County-District-School (CDS) Code	01-61234-6102917

2021-22 District Contact Information

District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Dr. Mark Triplett
Email Address	mtriplett@newarkunified.org
District Website Address	www.newarkunified.org

2021-22 School Overview

NJHS MISSION STATEMENT

The mission of Newark Jr. High is to provide the opportunity for every student to master grade-level skills regardless of previous academic performance, family background, socioeconomic status, race, gender, or ethnicity. It is our purpose to educate all students to high levels of academic performance, preparing students for the 21st century, while also fostering a positive school climate and student growth in social/emotional behaviors and attitudes. The entire staff pledges itself to these student outcomes.

The City of Newark is located in Alameda County and is home to over 47,000 people. This 152 year-old community is situated on the southeastern edge of the San Francisco Bay, west of Interstate 880 and on either side of Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of large urban centers, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of seven elementary schools, one junior high, one comprehensive high school, and an alternative 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. Graduates are academically skilled and community-minded, ready for a wide array of post-high school educational and career opportunities.

Newark Junior High School (NJHS) consists of approximately 680 seventh and eighth grade students. NJHS teachers are highly-trained and provide a rigorous, broad-based curriculum aimed at helping prepare students to be successful at their next level of academic study.

To ensure all our students are high-school ready, we are using our resources strategically and focused on strengthening student-achievement levels in all content areas subjects and electives with an emphasis on increasing math literacy.

Our focus in Math and literacy include intervention classes within the school day to address students with unfinished learning from prior years. Our literacy intervention is designed to address both reading and writing skill development: reading intervention is using the research-based Read 180 program for small groups of students furthest from grade level achievement, and writing intervention is available to all students through the online program No Read Ink, which provides personalized lessons and assessments. Our Math intervention addresses the unique needs of students through the Imagine Math program, an adaptive, interactive math program that teaches math skills at a student’s unique level, to reinforce foundational skills and to rebuild from the loss of learning caused by the pandemic.

In addition to our literacy and math focus, the Science Department is using Impact science labs to engage students in hands-on learning (essentially Project-Based learning), creating real-world science investigation experiences for our students.

We are also making sure that our students and families are planning ahead for post-secondary life. Our counselors give regular presentations on College-and-Career Readiness information to students, providing an overview of the path and options ahead to assist their planning for their post-high-school futures. Pathway options include opportunities for STEM learning, while they are middle schools. STEM and coding are part of the district’s pathway to provide K-12 students with computational skills, assisting them to become practically-oriented critical and innovative thinkers.

To help keep students focused in class, gather insights, and adapt instruction, we purchased the digital App GoGuardian, the highest-rated such program. The software gives teachers a view into their students’ online activity and control over their devices. This license will help keep students focused while using technology in class.

Lastly, our school is deeply dedicated to supporting the social and emotional wellbeing of our students. Last year, the administration created a task force made up of department chairs, counselors, and resource teachers to address the emotional

2021-22 School Overview

health of our students. As a result of this collaborative work, the Task Force they chose to adopt and implement the SEL program Character Strong. The program was piloted at the junior high and was subsequently adopted by the District as part of our K-12 curriculum. This year, to build and bolster the students' emotional health at the junior high, we created a weekly advisory period. Counselors coordinate the Character Strong lessons, which teachers implement, to build a common SEL language and to offer strategies students can use to manage and cope.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	340
Grade 8	434
Total Enrollment	774

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.2
Male	56.8
American Indian or Alaska Native	0.1
Asian	13.4
Black or African American	3.9
Filipino	9
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	2.3
Two or More Races	5.6
White	9.3
English Learners	20
Foster Youth	0.1
Homeless	6.3
Socioeconomically Disadvantaged	69
Students with Disabilities	15.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students at Newark Junior High School have access to the necessary CCSS-aligned textbooks in Math and ELA. Each student has an academic textbook for Science and Social Studies that is available for home use so that textbooks do not have to be transported to and from school each day. The exact textbooks students use at home are also available in each classroom for those disciplines. Extra sets are also available in the school library.

Year and month in which the data were collected

08/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% Springboard English Language Arts, College Board, adopted 2014	No	0%
Mathematics	100% BIG IDEAS MATH, adopted 2018	Yes	0%
Science	100% Focus on Life Science, Glenco McGraw Hill, approved 2007; 100% Focus on Physical Science, Glenco McGraw Hill, approved 2007	No	0%
History-Social Science	History Alive! The Medieval World and Beyond, TCI, approved 2006; History Alive! U.S. Through Industrialism, TCI, approved 2006 - We are currently under going a history textbook adoption.	No	0%
Foreign Language	100% Avancemos!, Spanish I, Holt McDougal, approved 2012	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Newark Junior High was constructed in 1961; during 1998 through 2008 there were several modernization projects including HVAC, restrooms, seismic roofing retrofits, electrical and data. Restrooms were remodeled during the summer of 2006. The main parking lot was refurbished with solar panels. With the passing of the bond and Prop 39, the District completed building new stairs for entry and exit to all three areas of the school site.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given priority.

The school has four full-time custodians, including a senior day custodian, day custodian as well as 2-night custodians. Custodial staff work year round to maintain a clean and safe school

Year and month of the most recent FIT report

10/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	779	NT	NT	NT	NT
Female	335	NT	NT	NT	NT
Male	443	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	109	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	65	NT	NT	NT	NT
Hispanic or Latino	428	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	18	NT	NT	NT	NT
Two or More Races	58	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	141	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	96	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	523	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	123	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	779	NT	NT	NT	NT
Female	335	NT	NT	NT	NT
Male	443	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	109	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	65	NT	NT	NT	NT
Hispanic or Latino	428	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	18	NT	NT	NT	NT
Two or More Races	58	NT	NT	NT	NT
White	70	NT	NT	NT	NT
English Learners	141	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	96	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	523	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	123	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate Inspect Broad Coverage Student Groups	Illuminate Inspect Broad Coverage Total Enrollment	Illuminate Inspect Broad Coverage Number Tested	Illuminate Inspect Broad Coverage Percent Tested	Illuminate Inspect Broad Coverage Percent Not Tested	Illuminate Inspect Broad Coverage Percent At or Above Grade Level
All Students	781	624	79.9	20.1	29.1
Female	338	273	80.8	19.2	33.3
Male	443	348	78.6	21.4	28.2

Asian	168	146	86.9	13.1	45
Black or African American	30	25	83.3	16.7	22.9
Hispanic or Latino	431	332	77	23	20.7
Native Hawaiian or Pacific Islander	17	14	82.4	17.6	22.9
Two or More Races	56	46	82.1	17.9	31
White	71	52	73.2	26.8	40.2
English Learners	143	98	68.5	31.5	0
Socioeconomically Disadvantaged	431	322	74.7	25.3	23.2
Students with Disabilities	120	79	65.8	34.2	4.5

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Illuminate Inspect Broad Coverage Student Groups	Illuminate Inspect Broad Coverage Total Enrollment	Illuminate Inspect Broad Coverage Number Tested	Illuminate Inspect Broad Coverage Percent Tested	Illuminate Inspect Broad Coverage Percent Not Tested	Illuminate Inspect Broad Coverage Percent At or Above Grade Level
All Students	781	665	85.1	14.9	9.5
Female	338	295	87.3	12.7	8.5
Male	443	371	83.7	16.3	9.9
Asian	168	154	91.7	8.3	9.6
Black or African American	30	23	76.7	23.3	3.6
Hispanic or Latino	431	361	83.8	16.2	4.1
Native Hawaiian or Pacific Islander	17	13	76.5	23.5	0
Two or More Races	56	50	89.3	10.7	11.7
White	71	58	81.7	18.3	13.4
English Learners	143	112	78.3	21.7	1.6
Socioeconomically Disadvantaged	431	351	81.4	18.6	5.7
Students with Disabilities	120	92	76.7	23.3	2.4

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	438	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	251	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	60	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	39	NT	NT	NT	NT
Hispanic or Latino	232	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	39	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	66	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	293	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	80	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are an integral part of the Newark Junior High School educational community. Because parent engagement can make a dramatic difference for the academic success of children from attendance to homework completion to continued education. By supervising, supporting, and advocating, parents can be engaged in ways that ensure that their children have every opportunity for success. As a result, we encourage parents to be involved in all the activities that promote their continued and on-going involvement. Parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the district, including:

Following are monthly meetings for parent involvement:

- School Site Council
- * ELAC meeting
- * Principal's Coffee
- * Parent-School partnership PTSA
 - District/School English Learner Advisory Committees (DELAC)
- *Monthly Principal's newsletter
- *School Website is updated daily especially during remote learning

For more information pertaining to organized opportunities for parent involvement, please visit the school website.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	798	789	0	0.0
Female	348	343	0	0.0
Male	449	445	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	109	109	0	0.0
Black or African American	31	30	0	0.0
Filipino	72	71	0	0.0
Hispanic or Latino	438	434	0	0.0
Native Hawaiian or Pacific Islander	18	18	0	0.0
Two or More Races	44	43	0	0.0
White	75	73	0	0.0
English Learners	167	165	0	0.0
Foster Youth	2	2	0	0.0
Homeless	49	49	0	0.0
Socioeconomically Disadvantaged	544	539	0	0.0
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	131	128	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.88	0.00	3.72	0.00	3.47	0.20
Expulsions	0.00	0.00	0.12	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.32	1.63	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Newark Junior High School maintains an active and engaged school safety team which provides on-going review and analysis of the school safety protocols. There is a review and practice of the school safety procedures in the fall of each school year. In addition, other practice monthly drills take place during the school year. The school has a disaster chain of command which includes teams of individuals who have responsibility for safety, logistics, and first aid. The school safety committee updates the comprehensive safety plan each school year. Teachers and staff members are updated on any changes to the protocols each month during the regular staff meetings. In 2018, the entire staff was trained on Emergency lock down procedures, including "Run, Hide, Fight" by the Newark Police Department. The 2019-20 plan has been updated to meet the 2021-22 guidelines.

In addition to our regular review of our Safety Plan, we have hosted presentations on Safe Schools and what to do in an emergency by the Newark Police Department. The school hosts Nightmare on Puberty Street for all 8th graders sponsored by Kaiser Permanente that supports education on adolescent development, bullying prevention and social emotional coping skills. In addition, this year the staff is being trained on a new social emotional curriculum called Character Strong.

Newark Junior High School participates in a collaborative partnership with our Local Law Enforcement Agency. Together, administrators and counselors visit classrooms, talking with students about the importance of grades, attendance, thinking about the choices students make and student safety.

An updated surveillance system was installed as an added safety precaution as well as a new intercom and bell system. Currently, there are 58 around the campus. We have also added new Vape sensors to all boys and girls bathrooms on campus.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	6	27	2
Mathematics	25	10	22	2
Science	30		31	4
Social Science	26	5	23	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	1	22	6
Mathematics	25	6	27	2
Science	30		22	6
Social Science	27	5	24	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	4	22	2
Mathematics	26	6	20	3
Science	29		22	3
Social Science	28	2	20	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	234.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11221	3780	7441	90859
District	N/A	N/A	8027	\$90,669
Percent Difference - School Site and District	N/A	N/A	-7.6	0.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-12.6	11.4

2020-21 Types of Services Funded

For the 2020-2021 school year, Newark Junior High School students have access to special support services which enhance their ability to meet grade level requirements.

We have a designated academic/attendance counselor who provides support to academically struggling students and families. The Puente program is new to our campus that provides opportunities for our 7th graders.

Newark Junior High School English Learners are placed in one of three classes according to their English language proficiency level. A certified English Language Development (ELD) teacher teaches each student. They are then mainstreamed in math, social studies, and science classes, which are also taught, by CLAD certified teachers.

One additional full-time school counselor provides counseling and support services to all our students. In addition, a Puente Counselor has been hired to support students with academic growth and also monitor absences and trancies. Special education students are identified for additional services based upon cognitive and achievement assessments. The school's resource specialist teachers teach students in their resource classes' skills to become proficient in language arts and/or math. All of our resource Special Education students are fully included in General Education classes with push in teacher. Resource students are mainstreamed into science, social studies, science, PE, and elective classes. There are four special day classes where students attend self-contained classes for the majority of the day, although some of the students are mainstreamed to one or two content area classes. All special day students are mainstreamed into PE and an elective classes.

Some special education students attend an adaptive physical education class according to their needs. Speech and language services are provided by a part-time speech pathologist. A psychologists provide psychological assessment and counseling. The District behaviorist provides group behavior skills sessions and conducts observations and assessments as requested and needed.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,209	\$51,029
Mid-Range Teacher Salary	\$87,720	\$78,583
Highest Teacher Salary	\$109,648	\$99,506
Average Principal Salary (Elementary)	\$135,528	\$124,576
Average Principal Salary (Middle)	\$140,960	\$131,395
Average Principal Salary (High)	\$151,136	\$144,697
Superintendent Salary	\$239,859	\$240,194
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

In the 2020-21 school year, we find ourselves in unusual times with the pandemic and have readjusted our professional development to address the needs of our students and staff. There are three main areas of focus, (1) student engagement through rigorous instruction, (2) Social Emotional Learning and (3) Assessment. A task force committee made up of department chairs, counselors and teachers spent three months researching and selecting the program Character Strong. Because SEL is a state and district focus, so we've scheduled two half day trainings to take place by January of 2021. This curriculum is purchased by the educational services and will be implemented throughout our school. Teachers are receiving professional development during regular staff times. We also have begun to implement data teams within each department, having them identify essential standards and creating formative assessments based on those standards. The admin team provides professional development for teachers, offers feedback on teacher instruction, and contributes to the overall climate of learning at the school. We are focusing on writing across the curriculum, analyzing grade level text, and increasing the depth of knowledge questions for all students. In Math, we are focusing on showing students multiple ways of solving problems and incorporating the use of technology on a daily basis. Teachers in all disciplines can attend workshops and professional development programs with the Alameda County Office of Education or other conferences they find related to their discipline. The science department is still involved piloting a new curriculum and are engaged in regular PD's. Our other major area of focus, in which teachers receive PD, is in the area of visible learning thru a company called Heineman. The ELA department began Lucy Calkins's Reader/ Writer's Workshop, a new reading/writing curriculum they piloted three years ago and began implementing it last school year. Program makes use of short stories and novels that support the California State Standards. ELA teachers continue to use the program's learning targets while adapting the lesson to meet the needs of the distance learning environment.

District Professional Development Days are provided each year. This year we have one district provided PD day in March. At NJHS, every Monday is a minimum day, with the afternoon reserved for teacher PD. Twice a month is staff PD, while the other two Mondays are department led PD.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

Newark Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Dr. Mark Triplett
Email Address	mtriplett@newarkunified.org
District Website Address	www.newarkunified.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2764	1	0.04	99.96	--
Female	1261	0	0.00	100.00	--
Male	1501	1	0.07	99.93	--
American Indian or Alaska Native	--	--	--	--	--
Asian	438	0	0.00	100.00	--
Black or African American	77	0	0.00	100.00	--
Filipino	224	0	0.00	100.00	--
Hispanic or Latino	1495	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	49	0	0.00	100.00	--
Two or More Races	188	0	0.00	100.00	--
White	287	1	0.35	99.65	--
English Learners	556	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	306	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1656	0	0.00	100.00	--
Students Receiving Migrant Education Services	41	0	0.00	100.00	--
Students with Disabilities	412	1	0.24	99.76	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
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Male	1501	1	0.07	99.93	--
American Indian or Alaska Native	--	--	--	--	--
Asian	438	0	0.00	100.00	--
Black or African American	77	0	0.00	100.00	--
Filipino	224	0	0.00	100.00	--
Hispanic or Latino	1495	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	49	0	0.00	100.00	--
Two or More Races	188	0	0.00	100.00	--
White	287	1	0.35		--
English Learners	556	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	306	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1656	0	0.00	100.00	--
Students Receiving Migrant Education Services	41	0	0.00	100.00	--
Students with Disabilities	412	1	0.24	99.76	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

