Newark Memorial 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 Memorial High School
Street	39375 Cedar Boulevard
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-4350
Principal	Olivia Rangel
Email Address	orangel@newarkunified.org
School Website	https://sites.google.com/view/nmhighschoolca/home
County-District-School (CDS) Code	01-61234-0130054

2021-22 District Contact Information

District Name	Newark Unified School District
Phone Number	(510) 818-4112
Superintendent	Dr. Mark Triplett
Email Address	mtriplett@newarkunified.org
District Website Address	www.newarkunified.org

2021-22 School Overview

The mission of Newark Memorial High School is to educate all students in a safe and inclusive learning environment and graduate students that have skills, knowledge and values necessary to reach their potential with a plan for college and/or a career pathway.

Newark Memorial High School is the only comprehensive high school in the Newark Unified School District. Nearly 1,700 students attend classes in grades nine through twelve. The teachers are highly qualified and provide a broad curriculum to prepare students for universities, colleges, and community colleges.   NMHS continues to meet the federal graduation rate criteria.

The school provides Common Core State Standards instruction in all the academic core 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 is an equal opportunity school, which celebrates our diverse ethnic population and enables all students access to it's advanced placement courses. It also provides specialized services to English Learners and Students with Disabilities (504 plans and Individual Education Plans).

The City of Newark is located in Alameda County, and is home to over 47,000 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 seven 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	459
Grade 10	434
Grade 11	397
Grade 12	423
Total Enrollment	1,713

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.7
American Indian or Alaska Native	0.3
Asian	13.1
Black or African American	3.5
Filipino	11.3
Hispanic or Latino	54.2
Native Hawaiian or Pacific Islander	1.9
Two or More Races	3.7
White	11.6
English Learners	13.1
Foster Youth	0.2
Homeless	3.8
Socioeconomically Disadvantaged	53.5
Students with Disabilities	12.1

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

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	Course: English 1 Accelerated or English 1 College Prep or English 1 Puente;Grade 9;Title: College Board Springboard 9th grade - approved 2013 Course: English 2 Accelerated or English 2 College Prep or English 2 Puente or MCA English 2;Grade 10; Title: College Board Springboard 10th grade - adopted 2013 Course: English 3 Honors or English 3 College Prep or MCA English 3; Grade11;Title: College Board Springboard 11th grade - approved 2013 Course: English 4 AP or English 4 College Prep ; Grade12;Title: College Board Springboard 12th grade - approved 2013 Course: Humanities College Prep;Grade 12;Title: Creative Impulse an Introduction To the Arts (A), c. 1996; Adopted 03/05/1996	Yes	0%
Mathematics	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	0%
Science	Course: Biology or MCA Science 10 (9203);Grade 9-12;Title: McDougal Littell Biology, California Edition, c. 2008;Adopted 02/2008 Course: Biology AP;Grade 11-12;Title: Biology, 10th Edition (by Campbell, Neil) Benjamin/Cummings Publishing c. 2014 AP Edition or College Edition;Adopted 2015 Course: Chemistry or Chemistry in the Community;Grade 10-12;Title: Prentice Hall Chemistry, c. 2007;Adopted 4/15/08 Course: Chemistry AP;Grade 11-12;Title: Chemistry AP Edition - 9th Edition, by Zumdahl, c. 2014; Adopted 2014 Course: MCA Physics: Grade 11-12; Title: Conceptual Physics, 3rd. Edition, Addison Wesley, c. 1997; Adopted 2004 Course: Physics; Grade 11-12;Title: Physics Principles and Problems California Edition, c. 2008;Adopted 04/15/2008 Course: Physics Honors;Grade 11-12;Title: Physics, 5th Edition by Giancoli, c. 1998;Adopted Course: Anatomy and Physiology;Grade 11-12;Title: Essentials of Human Anatomy and Physiology, 9th Edition, c. 2009;Adopted 08/2008	Yes	0%
History-Social Science	Course: Psychology; Grade: 11-12; Title: Understanding Psychology, Adopted 2016	Yes	0%

Course: U.S.History or MCA U.S. History; Grade: 11; Title:The American Vision: Modern Times, c.2006, adopted 5/1/2007

Course: U.S. Government or U.S. Government AP or MCA U.S. Government; Grade: 12; Title: The American Democracy, c. 2005, adopted 5/1/2007

Course: World History; Grade: 10; Title: Glencoe World HIstory: Modern Times c. 2006, adopted 5/1/2007

Course: Economics; Grade: 12; Title: Economics: Principles in Action (Pearson Prentice Hall) c.2007, adopted 5/1/2007

Course: AP U.S. History; Grade: 11; Title: The American Pageant c.2016

Course: Geography; Grade: 9; Title: Geography, c.2010, adopted 2015

Course: AP Psychology; Grade 11-12; Title: Myers' Psychology for AP c.2011

Course: AP World History, Grade 10; Title: Traditions and Encounters. 2016 adopted 2016

Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements

Newark Memorial High School was built in 1969 with several additions in 1976, 1991, 2000 (Tech Center and Student Commons) and 2002 (Events Center and classroom additions). There have been several modernization projects over the years including HVAC, restrooms ADA compliance, remodeled flooring, parking lot, and data. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns.
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 the highest priority.
The school has 8 full time custodians, including a day and night senior day custodian as well as a 1 day & 5 night custodian. Custodial staff work year round to maintain a clean and safe school

Year and month of the most recent FIT report	12/6/2021

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			Mat Room:

School Facility Conditions and Planned Improvements

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	390	NT	NT	NT	NT
Female	177	NT	NT	NT	NT
Male	213	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	58	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	41	NT	NT	NT	NT
Hispanic or Latino	213	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	40	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	390	NT	NT	NT	NT
Female	177	NT	NT	NT	NT
Male	213	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	58	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	41	NT	NT	NT	NT
Hispanic or Latino	213	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	40	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	393	311	79	21	11
Female	178	140	79	21	13
Male	215	171	79	21	10

Asian	94	78	83	17	22
Hispanic or Latino	216	174	81	19	5
White	54	45	83	17	18
English Learners	25	15	60	40	0
Socioeconomically Disadvantaged	214	171	80	20	5
Students with Disabilities	39	21	54	46	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	393	316	80	20	10
Female	178	142	80	20	13
Male	215	174	81	19	8
Asian	94	79	84	16	23
Hispanic or Latino	216	175	81	19	3
White	54	45	83	17	13
English Learners	25	15	60	40	0
Socioeconomically Disadvantaged	214	172	80	20	4
Students with Disabilities	39	25	83	17	0

*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	401	NT	NT	NT	NT
Female	189	NT	NT	NT	NT
Male	212	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	57	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	44	NT	NT	NT	NT
Hispanic or Latino	201	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	55	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	34	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	40	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Newark Memorial High School offers several courses that prepare our students for College/Career preparation. In conjunction with the Mission Valley Regional Occupational Program (MVROP) we offer the following courses on campus: Culinary Arts (I, II), Law Enforcement, Computer Tech and Business and Professional Development. Some courses require a three year commitment, which successfully carry students through high school graduation. Students also have access to CTE courses at the MVROP Center such as, Graphic Design and Engineering. By providing relevant Career Technical Educational programs we prepare the students for employment and college through industry standard tools, training and experience. Another program we offer is the Media Communications Academy (MCA). The MCA provides our students with a variety of CTE courses in the area of Media Arts such as, MCA Media 10, MCA Advanced Media 11, and MCA Advanced Media 12. We also offer courses through the Project Lead the Way (PLTW) program, which focuses on the Engineering. The courses offered in PLTW are Intro. to Design and Principles of Engineering. These courses are integrated with academic courses via the various pathways designed for each specific program that the students choose to focus on. Each program offers various levels, and have specific requirements and criteria that the students are required to follow. The students work closely with their instructors, Academic Counselors and College/Career Techs who provide guidance and advise the students based on their College/Career Pathway, interest and needs. MCA also provides each student with a mentor as part of their mentorship program. Special Education students are provided training and guidance Counselors/Techs via the Workability Program. Many students who benefit from and are enrolled in these programs include, SPED, ELL and "At Promise" student populations. These programs implement NUSD grading policies, administer bench marks, assessment and industry certification (in some courses). The students are tracked post graduation in all programs offered in MCA and MVROP. The school is developing a process to track all students post graduation.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	508
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	89.7

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.31
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	38.32

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 encouraged to partake and be involved in the education of their child. Newark Memorial offers a multitude of ways in which parents can become actively involved. The School Site Council is comprised of teachers, administrators and parents who meet monthly to guide the school in its decision making process and address the single site plan. Parents of

2021-22 Opportunities for Parental Involvement

English Learners are also encouraged to join our English Learners Advisory Committee (ELAC) and participate in the District Learners Advisory Committee (DELAC). This committee meets with the principal, ELD Coordinator and success counselor on a monthly basis. There are other opportunities for parents to be actively involved with the school community. The drama productions and athletics have parent volunteers (boosters) and leaders who hold critical roles. PTSA holds regular monthly meetings and continues to seek membership of parents and staff. They provide informational meetings addressing various educational topics for parents. La Unidad de Los Padres Hispanos (UPH) is a parent group for Spanish Speaking parents which provides the parents various topics and information with a focus on College and Career pathways. With the implementation of Parent Vue parents are kept abreast of their child's education. Parent Vue is another vital communication tool that is used as a means of communication between parents and teachers about their child's academic achievement and attendance. Parents receive a weekly email about the opportunities for their involvement as well updates on opportunities for their child's participation in clubs, activities, and college/career presentations.

Please contact the school office for more information regarding opportunities for parent involvement.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.3	5.4	6.8	7.4	9.4	8.5	9.0	8.9	9.4
Graduation Rate	93.2	93.6	90.1	87.0	87.2	81.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	414	373	90.1
Female	196	176	89.8
Male	218	197	90.4
American Indian or Alaska Native	--	--	--
Asian	56	54	96.4
Black or African American	15	13	86.7
Filipino	47	46	97.9
Hispanic or Latino	211	181	85.8
Native Hawaiian or Pacific Islander	--	--	--

Two or More Races	16	15	93.8
White	57	54	94.7
English Learners	28	17	60.7
Foster Youth	--	--	--
Homeless	26	21	80.8
Socioeconomically Disadvantaged	251	216	86.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	47	37	78.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1738	1726	129	7.5
Female	819	811	52	6.4
Male	917	913	76	8.3
American Indian or Alaska Native	5	5	0	0.0
Asian	228	227	11	4.8
Black or African American	60	60	8	13.3
Filipino	194	194	6	3.1
Hispanic or Latino	947	938	84	9.0
Native Hawaiian or Pacific Islander	34	33	6	18.2
Two or More Races	65	65	3	4.6
White	199	198	9	4.5
English Learners	232	228	29	12.7
Foster Youth	5	5	3	60.0
Homeless	68	66	12	18.2
Socioeconomically Disadvantaged	947	941	94	10.0
Students Receiving Migrant Education Services	26	26	1	3.8
Students with Disabilities	218	217	34	15.7

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	4.92	0.00	3.72	0.00	3.47	0.20
Expulsions	0.28	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	1.80	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

NUSD Schools review and practice their safety procedures in the fall of each school year with classified staff, certificated staff, and students. Newark Memorial High School completed a review and updated the School Safety Program in the fall of 2019. The plan was aligned to the "Run, Hide, Fight" protocol. The Emergency Preparedness information was updated and all faculty were provided a copy of this training guide and trained. The faculty were trained and reviewed the sequential responsibilities for the Emergency Preparedness procedures provided in the "Quick Guide to Emergency Situations." The faculty were trained and reviewed the Four (4) Emergency Response Levels, the distinct difference between each type of alarm for each emergency or drill, learned what assembly areas or rally points the faculty should accompany their students to for each Emergency Response Level, which were accompanied with updated maps. Following the training the faculty were required to provide the Emergency Preparedness information and training to their students along with hypothetical situation exercises. The NMHS Emergency evacuation drills (fire, earthquake, and lockdown) are scheduled once quarterly.

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	14	44	10
Mathematics	25	18	39	5
Science	27	7	35	7
Social Science	27	10	35	11

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	26	11	28	5
Mathematics	24	8	21	5
Science	28	5	33	7
Social Science	25	9	26	6

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	28	7	47	10
Mathematics	28	7	35	15
Science	30	5	19	15
Social Science	28	6	30	13

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	571

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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
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	11190	3307	7882	96120
District	N/A	N/A	8027	$90,669
Percent Difference - School Site and District	N/A	N/A	-1.8	5.8
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-6.9	17.0

2020-21 Types of Services Funded

Newark Memorial High School provides a variety of programs and services that support and assist students to meet their academic and College/Career goals. As mentioned in our Action Steps the following programs and services have been made available to raise student achievement and reduce achievement gaps between our high performing groups and lower performing groups. English Learners are enrolled in courses specifically designed to meet their proficiency level. NMHS moved toward more inclusive practices in Fall of 2020 in order for English Learners to be fully immersed and practicing the English Language with their peers.   The ELD program is managed by a highly qualified staff member , who serves as the ELD Coordinator who oversees the program and serves as a liaison. We also provide an EL Liaison and EL classroom aide who administer tests, manage student placement, support students and families and provides tutorial support to students in content area classes. Technology is available to all teachers and is incorporated in ELD instructional programs to enhance instruction for meaningful student engagement. In the 2021/22 school year, our ELD liaison has and will continue to provide effective strategies to enhance vocabulary in the classroom to support the learning of all students, but most importantly our ELD students.

We continue to expand and provide Library Resources that are current, updated with other available electronic resources that support the EL student with CCSS, which target their reading level, interest and culture. Translators are available for parent meetings, such as SST, IEP, and school meetings in general. All communication to parents is provided in English and Spanish.

The Special Education program is implementing a RSP Strategies, Structure, and Support course which provides our learners with the executive functioning, transition, and studying skills they need to generalize in their general education courses. IN the 2021/22 school year, these classes implemented a new curriculum that support students college and career readiness goals. Special Education teachers will continue to use data to guide teaching and measure progress toward IEP goals and implement a study skills class to support students with behavioral and emotional needs. To raise achievement in Math and Language Arts we have implemented CCSS instructional strategies with a focus on the under served students. In working with Alameda County Office of Education, the ELA department has focused on discovering more culturally relevant novels. The ELA teachers also continue their work on aligning benchmarks and rubrics. The Math Department has continued their professional development in meeting students where they are academically and are redefining pathways to ensure that students needs are being met.

Other programs and services offered are Support Intervention Program (COST), which provides services for student behavior and mental health, and PBIS to establish school wide behavior norms and expectations and accountability. This includes the addition of one Alternative to Suspension Coordinator and one Full Time Mental Health Clinician.

Equal Opportunities School (EOS) program provides ongoing support to students to increase opportunity and encouragement in Advance Placement enrollment. All 10th and 11th grade students take the PSAT Exam and work with the Counseling team to prepare and practice for SAT testing. Students who are deficient credits can enroll in APEX for credit recovery and work closely with their Academic Counselors to develop/refine their graduation plans.

Continuing into the 2020/2021 school year, the school site council placed funding to enhance our technology school wide. With the addition of Smart Boards, document Cameras, newer computers, and more, our goal is to enhance our teaching through technology to create 21st century students. In the 2021/2022 school year, NMHS will work with other sites to redefine the math pathways of the district and enhance our computer science and science exploration offerings..

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/cs/.

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%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	23.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	5
Fine and Performing Arts	0
Foreign Language	3
Mathematics	6
Science	3
Social Science	6
Total AP Courses Offered	27

Professional Development

With the expansive and unprecedented number of changes affecting school programs in the last five years, Newark Memorial High School continues to consistently rebuild and align the curriculum and instruction across all content areas and grade levels with the CA Common Core Content Standards and the curricular frameworks established by the State Department of Education. This supports all students in successfully meeting state standards and progressing in their education. Through a process of self-study, evaluation, data analysis and review, the school continually works to improve the curriculum and instructional strategies. Other mechanisms used to rebuild our core instructional program are Response to Intervention (RTI) and Professional Learning Communities (PLCs).   All staff members participate in three days of in-service each school year that align with site and district goals. As we moved in and out of remote teaching, professional development also reflected the need to embed technology into our learning. Teachers in the core academic areas attend presentations and workshops to update their instructional practices. We made a dramatic move towards professional collaboration and common assessments in all core curricular areas. Systematic Professional Development is provided throughout the year that aligns with NMHS's goals and objectives towards reaching the standards in the core academic areas, social emotional learning, and assessment for learning which in turn also addresses concerns noted in the California Dashboard.

Professional Development Days are provided each year. In the 2021/22 school year, the professional development focused on redefining our professional learning communities to meet our varied learners, student engagement strategies, and culturally responsive teaching. We continue to enhance skills , the professional development in a variety of technology and platforms that can be utilized to enhance student engagement in person as well. While three full days are assigned to professional development, the staff also received professional development during their staff meeting times equating to about five additional hours.

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	3	3	3

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) 818-4112
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
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		--
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.