Newark Unified
Newark Memorial High
2024-2025 School Accountability Report Card

Published: January 2026

SCHOOL ADMINISTRATION
Michael Murphy
mmurphy@newarkunified.org

SCHOOL INFORMATION
01612340130054
39375 Cedar Blvd.
Newark, CA 94560
(510) 818-4300
www.newarkunified.org

DISTRICT INFORMATION
Newark Unified
5715 Musick Ave.
Newark, CA 94560
(510) 818-4103

BOARD OF EDUCATION
Katherine Jones
Nancy Thomas
Aidan Hill
Austin Block
Gabriel Anguiano Jr.
Jasleen Ayala Torres

DISTRICT ADMINISTRATION
Tracey B. Vackar
Superintendent of Schools
tvackar@newarkunified.org

Karen Allard
Assistant Superintendent,
Educational Services

Victoria Knutson
Assistant Superintendent,
Business Services

Mike Williams
Assistant Superintendent,
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.

- Visit the CDE LCFF webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.

- For additional information about the school, parents 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 http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at

https://www.caschooldashboard.org.

DISTRICT VISION

The Newark Unified School District in partnership with the community will be a model of world-class education that develops the unique abilities of every student.

DISTRICT MISSION

The Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens.

SCHOOL MISSION

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

SCHOOL & COMMUNITY PROFILE

NMHS is the only comprehensive high school in the Newark Unified School District (NUSD). Over 1,300 students attend classes in grades nine through twelve. Teachers are highly qualified and provide a broad curriculum to prepare students for universities, colleges, community colleges, and careers. NMHS continues to meet or exceed California state averages for student achievement and both state and federal requirements.

NMHS celebrates diversity through school traditions as well as student ethnicity. The School celebrated its 40th anniversary year (after merging two local high schools in 1972). School demographics are consistent with the city overall: Hispanic, 53%; Asian, 15%; Filipino, 10%; White, 10%; Other 12%. Other notable statistics include: 50% of the student body are considered student-athletes; over 50% of students participate in at least one of 60 available school-sponsored clubs; 40% of students enroll in at least one Advanced Placement (AP) course); roughly 40% of staff are former NMHS graduates; and 200 students are considered bilingual and enrolled in ELD courses.

The City of Newark is located in Alameda County and is home to over 47,000. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly adjacent to Interstate I-880, Highway 84, and the San Francisco Bay. With its close proximity to San Jose and San Francisco, Newark residents maintain benefits of "big city" life, while offering the comfort and safety of Newark's well known small-town reputation. NUSD hosts six elementary schools, one junior high, one comprehensive high school, one continuation high school, and one adult school. All schools maintain a shared commitment to providing students a "world class education" comprised primarily on a strong liberal arts foundation while centered around the District's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	46.20
Male	53.50
Non-Binary	0.20
American Indian or Alaska Native	0.20
Asian	15.10
Black or African American	3.00
Filipino	9.90
Hispanic or Latino	54.60
Native Hawaiian or Pacific Islander	2.00
White	8.80
Two or More Races	5.00
EL Students	16.80
Foster Youth	0.10
Homeless	3.70
Military	
Socioeconomically Disadvantaged	42.30
Migrant Education	0.70
Students with Disabilities	14.30

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
9th	361
10th	332
11th	329
12th	345
Total	1367

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.60	82.00	201.90	81.22	234,405.20	84.00
Intern Credential Holders Properly Assigned	2.60	3.97	7.20	2.93	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.70	7.20	13.80	5.58	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.80	1.94	11,953.10	4.28
Unknown	4.40	6.82	20.60	8.31	15,831.90	5.67
Total Teaching Positions	65.40	100.00	248.60	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.00	83.53	176.00	80.86	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.50	0.99	5.30	2.43	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	9.07	15.80	7.26	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.20	1.48	11,746.90	4.23
Unknown	3.80	6.38	17.30	7.96	14,303.80	5.15
Total Teaching Positions	59.80	100.00	217.60	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.70	86.02	155.90	80.22	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.51	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	6.46	10.70	5.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.50	1.31	12,112.80	4.34
Unknown	3.90	7.50	24.10	12.42	13,705.80	4.91
Total Teaching Positions	52.00	100.00	194.40	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	4.70	5.40	3.30
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.70	5.40	3.30

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.60	24.40	21.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.80	18.40	20.90

SCHOOL FACILITIES

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. The District continues to assess site needs, using Bond and Proposition 39 funding.

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

The school has six full-time custodians, including a daytime senior custodian as well as a one nighttime senior custodian & five evening custodians. Custodial staff work year-round to maintain a clean and safe school.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	01/16/2026
Data Collected:	January 2026
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	Old Gym: 2. Thermostat does not function.
INTERIOR: Interior Surfaces	GOOD	Old Gym North side entry: 4. Base board is missing. Old Gym Boys restroom: 4. Hole in ceiling. Old Gym Girls Locker Room: 4. Holes in ceiling tiles.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	Athletic Fields: 6. Gopher holes.
ELECTRICAL: Electrical	FAIR	Old Gym Girls Locker Room: 7. Light cover missing, Broken light covers. Work Room Main Office: 7. Light out. Theater Boys Restroom: 7. Missing light covers. Gym Girls Restroom: 7. Multiple lights out. Kitchen: 7. Multiple lights out. Weight Room: 7. Multiple lights out. Old Gym Boys Locker Room: 7. Multiple lights out, multiple covers missing. Classroom 730: 7. Multiple lights out. Old Gym North side entry: 7. One light is out. Pool: 7. One outlet does not work. Library: 7. Several lights out. Classroom 343: 7. Two lights out. Lobby by Room 729: 7. Two lights out.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	Pool: 9. One fountain does not work. Cafeteria Boys Restroom: 9. Sink needs repair. Old Gym: 9. Water fountain does not work.
SAFETY: Fire Safety, Hazardous Materials	GOOD	
STRUCTURAL: Structural Damage, Roofs	GOOD	Classroom 711: 13. Stain in ceiling tile. Classroom 712: 13. Stain in ceiling tile. Classroom 716: 13. Stain in ceiling tile. Classroom 731: 13. Stain in ceiling tile. Classroom Dance: 13. Stain in ceiling tile. Lobby by Room 729: 13. Stain in ceiling tile. Main Office: 13. Stain in ceiling tile. Snack Bar in Gym: 13. Stain in ceiling tile. Classroom 343: 13. Water stained ceiling Tiles.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	

INSTRUCTIONAL MATERIALS

A public hearing was held on September 16, 2025 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 9th-12th Course: English Language Development Publisher: Cengage Learning Adoption: 2020	Yes	0
	Grades: 9th-12th Course: English Language Arts Publisher: N2Y Adoption: 2015	Yes	0
Mathematics	Grades: 9th-12th Course: Algebra Readiness, Algebra 1, Geometry, Algebra 2, Applications of Algebra Publisher: Big Ideas Math Adoption: 2018	Yes	0
	Grades: 9th-12th Course: Pre-Calculus, Calculus, AP Calculus, AP Calculus B/C, Math Analysis Publisher: Cengage Learning Adoption: 2018	Yes	0
	Grades: 11th-12th Course: Statistics, A.P. Statistics Publisher: W. H. Freeman & Company Adoption: 2015	Yes	0
	Grades: 9th-12th Course: Mathematics Publisher: N2Y Adoption: 2015	Yes	0
History / Social Science	Grades: 9th-10th Course: A.P. Human Geography Publisher: McGraw Hill Adoption: 2020	Yes	0
	Grades: 9th-12th Course: Basic World History Publisher: McGraw Hill Adoption: 2020	Yes	0
	Grades: 10th Course: Social Sciences 10 Publisher: McGraw Hill Adoption: 2020	Yes	0
	Grades: 9th-12th Course: World History Publisher: McGraw Hill Adoption: 2022	Yes	0
	Grades: 9th-12th Course: A.P. World History Publisher: McGraw Hill Adoption: 2017	Yes	0
	Grades: 11th Course: U.S. History Publisher: Cengage Learning Adoption: 2022	Yes	0
	Grades: 12th Course: U.S. Government Publisher: National Geographic Adoption: 2022	Yes	0
	Grades: 9th-12th Course: Ethnic Studies Publisher: Back Bay Books Adoption: 2022	Yes	0

Science	Grades: 10th-12th Course: Chemistry Publisher: Pearson Prentice Hall Adoption: 2018	Yes	0
	Grades: 10th-12th Course: Pre A.P. Chemistry Publisher: National Geographic/Cengage Learning Adoption: 2018	Yes	0
	Grades: 11th-12th Course: A.P. Chemistry Publisher: Cengage Learning Adoption: 2018	Yes	0
	Grades: 11th-12th Course: Physics Publisher: Glenco MCGraw Hill Adoption: 2016	Yes	0
	Grades: 11th-12th Course: A.P. Physics Publisher: Pearson Prentice Hall Adoption: 2016	Yes	0
	Grades: 10th-12th Course: A.P. Science Publisher: Cengage Learning Adoption: 2015	Yes	0
	Grades: 10th-12th Course: A.P. Environmental Science Publisher: Pearson Prentice Hall Adoption: 2021	Yes	0
	Grades: 11th-12th Course: Anatomy and Physiology Publisher: Pearson Prentice Hall Adoption: 2016	Yes	0
	Grades: 11th-12th Course: Biology Publisher: Biology, NGSS Biology Adoption: 2015	Yes	0
	Grades: 11th-12th Course: A.P. Biology Publisher: Pearson Prentice Hall Adoption: 2016	Yes	0
Foreign Language	Grades: 9th-12th Course: Spanish Publisher: Vista Higher Learning Adoption: 2023	Yes	0
	Grades: 10th-12th Course: French Publisher: Vista Higher Learning Adoption: 2023	Yes	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 9th-12th Course: Health Publisher: Public Health – Seattle & King County Adoption: 2009	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics

- California Alternate Assessments for ELA, mathematics, and science

- California Science Test (CAST)

- California Spanish Assessment (CSA)

- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	54	56	55	44	44	49	46	47	48
Mathematics (Grades 3-8 and 11)	24	25	25	35	35	38	34	35	37
Science (Grades 5, 8, and 10)	26	26	28	26	26	28	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	321	319	99.38	0.62	54.86
Male	170	168	98.82	1.18	48.81
Female	150	150	100.00	0.00	61.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00	0.00	73.47
Black or African American	--	--	--	--	--
Filipino	29	29	100.00	0.00	72.41
Hispanic or Latino	183	182	99.45	0.55	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	24	96.00	4.00	75.00
Two or More Races	21	21	100.00	0.00	71.43
EL Students	56	56	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	152	99.35	0.65	44.08
Migrant Education	--	--	--	--	--
Students with Disabilities	40	38	95.00	5.00	7.89

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	321	319	99.38	0.62	24.76
Male	170	168	98.82	1.18	25.60
Female	150	150	100.00	0.00	23.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00	0.00	55.10
Black or African American	--	--	--	--	--
Filipino	29	29	100.00	0.00	37.93
Hispanic or Latino	183	182	99.45	0.55	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	24	96.00	4.00	41.67
Two or More Races	21	21	100.00	0.00	38.10
EL Students	56	56	100.00	0.00	1.79
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	153	152	99.35	0.65	18.42
Migrant Education	--	--	--	--	--
Students with Disabilities	40	38	95.00	5.00	5.26

Assessment Results by Student Group - Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	682	672	98.53	1.47	27.08
Male	363	357	98.35	1.65	26.05
Female	318	314	98.74	1.26	28.03
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	103	100	97.09	2.91	44.00
Black or African American	14	14	100.00	0.00	14.29
Filipino	72	72	100.00	0.00	43.06
Hispanic or Latino	369	364	98.64	1.36	16.21
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	14.29
White	58	57	98.28	1.72	38.60
Two or More Races	42	41	97.62	2.38	39.02
EL Students	115	111	96.52	3.48	0.00
Foster Youth	0	0	0	0	0
Homeless	22	21	95.45	4.55	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	315	312	99.05	0.95	21.47
Migrant Education	--	--	--	--	--
Students with Disabilities	82	76	92.68	7.32	5.26

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2024-25	98.68
Graduates Who Completed All Courses Required for UC/CSU Admission 2023-24	39.76

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2024-25 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	581
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	60.1
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	--

CAREER TECHNICAL EDUCATION

Students in grades 9-12 receive counseling from school personnel regarding career pathways and courses of study. During their freshman year, students meet with their counselor to discuss their four-year academic plan and are introduced to NMHS' CTE programs. The counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All CTE courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. NMHS offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

• Regional Occupational Programs (ROP)

• CTE Courses and Pathways

Individual student assessment of work readiness skills for specific CTE pathways takes place through:

• End of course exams

• Completion of course-required projects

• Classroom observation

• Formative assessments and ROP internships

ROP internship students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Students receive guidance and supervision designed to ensure maximum educational benefit that may lead to eventual part-time job placement. For more information on requirements for enrolling in ROP, students should contact their counselor.

ROP is offered in partnership with the Mission Valley Regional Occupational Program. A variety of CTE courses are available to help prepare high school students for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. During the 2024-25 school year, NMHS offered the following CTE programs as elective

Courses:

Auto Body Painting and Refinishing 1 & 2;

Automotive Technology 1 & 2;

Careers in Education 1 & 2;

Civil Engineering and Architecture - PLTW;

Computer Animation 1, 2;

Digital Electronics/CompSci/SoftwareEng;

Construction Technology 1 & 2;

Digital Video Arts Production 1 & 2;

Emergency Medical Responder;

Fire Technology;

Game Design/Interactive Media Arts 1 & 2;

Law Enforcement/Homeland Security 1 & 2;

Medical Assisting;

Honors PLTW Medical Interventions/ Honors PLTW Biomedical Innovation;

Music Production;

Nursing Assistant;

Pharmacy Technician;

Principles of BioMedical Science/Human Body Systems-PLTW;

Sound Design for Film and Video Games 1, 2;

Sports Therapy 1 & 2;

Welding & Metal Joinery 1, 2;

Business and Professional Development;

Commercial Art;

Culinary Arts 1 & 2;

Digital Photography 1;

Entrepreneurship;

Sports & Entertainment Marketing.

NMHS receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables NMHS to provide students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both post-secondary education and careers of their choice. For additional information on CTE and ROP, contact the student's counselor or visit the State's website at http://www.cde.ca.gov/ci/ct/.

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2024-25 Physical Fitness Test Participation					
Grade	**Component 1: Aerobic Capacity**	**Component 2: Abdominal Strength and Endurance**	**Component 3: Trunk Extensor and Strength and Flexibility**	**Component 4: Upper Body Strength and Endurance**	**Component 5: Flexibility**
9th	83	92	88	76	86

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	1430	1408	156	11.1
Female	663	650	77	11.8
Male	762	754	78	10.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	217	213	11	5.2
Black or African American	44	43	3	7.0
Filipino	139	139	5	3.6
Hispanic or Latino	786	772	111	14.4
Native Hawaiian or Pacific Islander	30	30	4	13.3
White	124	122	14	11.5
Two or More Races	69	68	4	5.9
EL Students	260	252	41	16.3
Foster Youth	--	--	--	--
Homeless	51	50	8	16.0
Military	--	--	--	--
Socioeconomically Disadvantaged	758	745	97	13.0
Migrant Education	--	--	--	--
Students with Disabilities	201	200	40	20.0

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	7.2	5.2	4.5	89.5	93.1	93.8
District	8.8	8.2	6.9	83.4	84.9	89.4
State	8.2	8.9	8	86.2	86.4	87.5

Graduation Rates by Student Group			
2024-25	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	354	332	93.8
Female	160	153	95.6
Male	193	178	92.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	56	52	92.9
Black or African American	13	13	100.0
Filipino	41	41	100.0
Hispanic or Latino	178	166	93.3
Native Hawaiian or Pacific Islander	11	10	90.9
White	32	28	87.5
Two or More Races	17	16	94.1
EL Students	75	61	81.3
Foster Youth	0.0	0.0	0.0
Homeless	16	14	87.5
Military			
Socioeconomically Disadvantaged	222	206	92.8
Migrant Education	--	--	--
Students with Disabilities	50	45	90.0

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to interact in the school community. NMHS offers a myriad of opportunities in which parents may become involved. Some of the more significant opportunities that impact policy and resource allocation include the following: The School Site Council (SSC) is comprised of teachers, administrators, students, and parents who meet monthly to guide the school in its decision-making process and allocate resources to address the goals outlined in the School Plan for Student Achievement (SPSA). Parents of English Learners (EL) are also encouraged to join the site's English Learners Advisory Committee (ELAC) and participate in the District Learners Advisory Committee (DELAC). This committee meets with administration, ELD Coordinator, and certificated staff monthly. There are other opportunities for parents to be actively involved directly with teachers and students within the school community. Many of these include Booster Clubs that help provide oversight and fundraising for student programs that include: Drama; Athletics; and Band/Choir. Additional ways parents may become informed of school activity from a parent perspective include: Parent Teacher Student Association (PTSA) and Padres Unidos, a parent group for Spanish Speaking parents which provides the parents various topics and information with a focus on College and Career pathways. Both provide informational meetings that address various educational topics for parents. In terms of day-to-day information regarding family needs, Parent Vue provides a communication tool that shares updates about academic achievement, attendance, and other specific needs in real time. The Associated Student Body (ASB) keeps parents and students abreast of weekly and upcoming events through weekly emails and announcements. Many of these updates include the following topics: Clubs, Athletics, Student Activities, Graduation, Academic Needs (SAT, PSAT), and College/Career Presentations. For additional information, please seek the following individuals for additional information regarding how to become more involved: SSC/ELAC/DELAC/SAT/PSAT/Padres Unidos: Mike Murphy, mmurphy@newarkunified.org; ASB/Clubs: Sara Canales, scanales@newarkunified.org; Drama: Grant Ewing, gewing@newarkunified.org; Band/Choir: Brian Hobbs, bhobbs@newarkunified.org; EL: Marcus Landon, mlandon@newarkunified.org; ParentVue: Tina Cordova, tcordova@newarkunified.org; Athletics: Rachel Kahoalii, rkahoalii@newarkunified.org; PTSA: ptsa.nmhs@google.com

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Newark Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2025. An updated copy of the plan is available to the public at the school and District offices. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Health and safety protocols
- Medical emergencies
- Opioid use prevention
- Disaster procedures/routine and emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Positive school climate
- Bullying prevention policies and procedures

- Dangerous, violent or unlawful activities
- Policies related to suspension/expulsion
- Sexual harassment policy
- Policies related to immigration enforcement on campus
- Safe ingress and egress of pupils, parents/guardians, and school employees

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	6.63	5.53	4.06	0.00	0.00	0.14
District	5.15	5.18	3.63	0.00	0.00	0.04
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	4.06	0.14
Female	1.66	0.00
Male	6.04	0.13
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.46	0.00
Black or African American	4.55	0.00
Filipino	0.72	0.00
Hispanic or Latino	5.98	0.25
Native Hawaiian or Pacific Islander	3.33	0.00
White	3.23	0.00
Two or More Races	2.90	0.00
EL Students	7.69	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Military	--	--
Socioeconomically Disadvantaged	5.28	0.26
Migrant Education	0.00	0.00
Students with Disabilities	7.46	0.00

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	456

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2024-25	**Number of Courses**
Computer Science	4
English	5
Fine and Performing Arts	0
Foreign Language	3
Mathematics	8
Science	3
Social Science	18
Totals	41
Percent of Students in AP Courses	42.90

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	28	27	27	12	11	12	35	38	29	13	8	13
Mathematics	28	28	25	7	7	14	37	24	24	6	15	11
Science	27	27	27	9	8	7	20	19	19	9	7	7
Social Science	27	27	25	11	8	13	37	32	30	6	11	9

TYPES OF SERVICES FUNDED

NMHS is a fully comprehensive high school that provides a variety of programs and services that support and assist students to meet both their academic A-G and college/career goals. In addition to general fund state funding, NUSD receives state and federal categorical funding for special programs. For the 2024-2025 school year, the District received categorical, special education, and support programs funds for:

- A-G Success & Learning Loss Mitigation Grants
- Elementary and Secondary School Emergency Relief III (ESSER III) Funds
- Expanded Learning Opportunities Grant Funds
- Medi-Cal Billing Option
- Special Education (Workability, Mental Health, IDEA, etc.)
- State Lottery
- Vocational Programs

NMHS provides a Resource Specialist Program and Special Day Classes for students who qualify for special education as well as a variety of interventions and services for targeted students. A site bilingual aide is available to support EL students. A breakfast and lunch program are available before and during school. NMHS offers a full battery of AP programs. Career Technical Education (CTE) courses are offered both on site as well at Mission Valley Regional Occupational Program (MVROP). Five mental health counselors are also

available on campus to support students and families. NMHS is a WASC accredited, secondary Puente site, that offers a full array of A-G, AP, and electives courses that meet NUSD graduation requirements for students in grades 9-12.

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 16,555.00
School: From Supplemental/Restricted Sources	$ 6,417.00
School: From Basic/Unrestricted Sources	$ 10,138.00
District: From Basic/Unrestricted Sources	$ 10,072.00
Percentage of Variation between School & District	0.66 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-9.05 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 0.00	$ 57,978.14
Mid-Range Teachers	$ 0.00	$ 89,611.75
Highest Teachers	$ 0.00	$ 117,194.02
Elementary School Principals	$ 0.00	$ 143,632.49
Middle School Principals	$ 0.00	$ 149,446.81
High School Principals	$ 0.00	$ 162,334.03
Superintendent	$ 0.00	$ 234,075.56
Teacher Salaries	32.11 %	27.81 %
Administrative Salaries	5.87 %	5.47 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	$ 114,271.00
District	$ 106,842.00
Percentage of Variation between School & District	6.95 %
All Similar School Districts	$ 92,686.00
Percentage of Variation between School & State	23.29 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	5	4	3