Newark Unified
Newark Middle
2024-2025 School Accountability Report Card

Published: January 2026

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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 & COMMUNITY PROFILE

Newark Middle School (NMS) serves approximately 1,000 students in grades six through eight. The highly trained educators at NMS deliver a rigorous and broad-based curriculum designed to prepare students for success at the next academic level. The school is strategically focused on strengthening student achievement across all content areas and electives, with a special emphasis on math and reading literacy.

Academic Focus Areas:

Math and Reading Literacy:

Sixth-grade students participate in daily intervention classes to address foundational skills.

All students, across grade levels, engage with iReady, an individualized online intervention platform, to rebuild and enhance academic strengths impacted by the pandemic. The goal is for all students to achieve grade-level proficiency or beyond.

Science and Project-Based Learning:

The Science Department uses Impact Science Labs to create hands-on, real-world science investigations that inspire curiosity and critical thinking.

STEM and Creative Pathways:

Students have access to STEM Robotics and Coding, Choral and Instrumental Music, Visual Arts, and Spanish programs, fostering both computational skills and creative expression.

Post-Secondary Readiness:

NMS ensures that students and their families are well-prepared for future academic and career opportunities. Counselors provide regular College-and-Career Readiness presentations, offering pathways and options to plan for post-high school success.

Technology Integration:

To enhance focus and instructional adaptation, NMS uses GoGuardian, a top-rated digital application that enables teachers to monitor students' online activities and manage their device use. This tool ensures students remain productive and engaged during technology-driven learning.

Social-Emotional Support:

NMS is deeply committed to students' social and emotional well-being:

The school implements the Character Strong Social Emotional Learning (SEL) program, integrated into weekly advisory periods. This initiative helps students build emotional resilience, manage challenges, and foster positive relationships.

The school celebrates diversity and inclusion through various PBIS, PTSA, and Counseling led events to build community and shared values.

SCHOOL MISSION STATEMENT

Mission Statement:

We are a vibrant, inclusive community who actively engage in opportunities to grow as lifelong learners. Together, we create a safe, responsible, respectful learning environment.

Community Overview:

Newark is a 150-year-old city located in Alameda County, with a population of over 307,220. Situated on the southeastern edge of the San Francisco Bay, Newark offers its residents proximity to the urban centers of San Jose and San Francisco while maintaining a small-town atmosphere.

District Overview:

The Newark Unified School District is composed of six elementary schools, one middle school, one comprehensive high school, and two alternative high schools. The district is dedicated to providing students with a "world-class education," rooted in a liberal arts foundation and guided by core values. Newark Public Schools aim to inspire and educate students to achieve their full potential, fostering responsible, respectful, and productive citizens equipped with diverse career and educational options.

This commitment to excellence ensures that NMS students are well-prepared to meet the challenges of high school and beyond while contributing positively to their community.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	48.60
Male	51.10
Non-Binary	0.30
American Indian or Alaska Native	0.20
Asian	16.00
Black or African American	2.20
Filipino	7.40
Hispanic or Latino	55.80
Native Hawaiian or Pacific Islander	2.60
White	7.90
Two or More Races	6.00
EL Students	18.80
Foster Youth	0.20
Homeless	4.50
Military	
Socioeconomically Disadvantaged	42.20
Migrant Education	0.90
Students with Disabilities	14.90

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
6th	332
7th	312
8th	336
Total	980

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)	25.60	74.51	201.90	81.22	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.70	4.94	7.20	2.93	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.80	14.13	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	2.20	6.40	20.60	8.31	15,831.90	5.67
Total Teaching Positions	34.40	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)	32.00	70.26	176.00	80.86	231,142.40	83.24
Intern Credential Holders Properly Assigned	3.20	7.01	5.30	2.43	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	9.59	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	6.00	13.14	17.30	7.96	14,303.80	5.15
Total Teaching Positions	45.60	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)	26.20	61.03	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)	1.80	4.25	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	14.90	34.70	24.10	12.42	13,705.80	4.91
Total Teaching Positions	43.00	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	1.00	1.00	0.00
Misassignments	3.80	3.30	1.80
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.80	4.30	1.80

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)	14.00	9.70	9.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.00	2.70	5.30

SCHOOL FACILITIES

Newark Middle School was constructed in 1961 and has undergone several significant modernization projects to enhance its infrastructure and functionality. Between 1998 and 2008, upgrades included the installation of HVAC systems, restroom renovations, seismic roofing retrofits, and electrical and data system enhancements. In 2006, the restrooms were fully remodeled, and the main parking lot was refurbished with the addition of solar panels to support sustainability initiatives.

With funding from bond measures and Proposition 39, the district completed the construction of new stairs for entry and exit to all three areas of the school site, improving accessibility and safety. With that passing of Measure 0, the district plans to use the funds for repairs to the HVAC systems.

Maintenance and Repairs:

The district maintenance team is dedicated to ensuring that all facilities remain in good repair and fully operational. A work order system prioritizes emergency repairs and manages maintenance requests efficiently. Monthly inspections are conducted to address general, electrical, mechanical, and playground safety concerns.

Custodial Services:

The school employs four full-time custodians, including a senior day custodian, a day custodian, and two-night custodians. This team works year-round to maintain a clean and safe learning environment for students and staff.

These efforts reflect Newark Middle School's commitment to providing a well-maintained and safe facility that supports effective teaching and learning.

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:	07/16/2025
Data Collected:	January 2026
Overall Summary of School Facility Conditions:	FAIR

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	FAIR	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	Classroom K3: 4. Ceiling tile out of frame. Classroom F3: 4. Ceiling tiles show water stains. Classroom L2: 4. Ceiling tiles show water stains. Classroom L7: 4. Ceiling tiles show water stains. Girls P.E. Office: 4. Hole in wall by phone. Classroom D3 Science: 4. Several ceiling tiles showing water stains. Library: 4. Torn carpet possible trip hazard. Boys Locker Room: 4. Two lockers missing door. Staff Restroom outside of Kitchen: 4. Wall behind toilet has severe damage.
ELECTRICAL: Electrical	POOR	Sport Fields: 6. Geese and ground squirrels present. Women's Restroom by Room F4: 6. Several ceiling lights out.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	FAIR	Boys Restroom by L6: 7. Ceiling light out. Boys Restroom by Room F1: 7. Ceiling light out. Girls P.E. Office: 7. Ceiling light out. MPR: 7. Ceiling lights out in restroom. Classroom D3 Science: 7. Ceiling light out. Boys P.E. Office: 7. One ceiling light missing diffuser. Boys Locker Room: 7. Several ceiling lights out. Boys P.E. Office: 7. Several ceiling lights out. Boys Restroom by K1: 7. Several ceiling lights out. Classroom D5 Science: 7. Several ceiling lights out. Girls Locker Room: 7. Several ceiling lights out. Girls Restroom by E1: 7. Several ceiling lights out. Library: 7. Several ceiling lights out. Main Office: 7. Several ceiling lights out. Women's Restroom by C1: 7. Several ceiling lights out. Classroom F3: 7. Several ceiling tiles out. Boys Restroom by C5: 7. Two ceiling lights out. Women's Restroom by Cafeteria: 7. Two ceiling lights out.
SAFETY: Fire Safety, Hazardous Materials	GOOD	Girls Restroom by E1: 8. Loose toilet seat middle stall. Boys Restroom by C5: 8. Loose toilet seat. Boys Restroom by K1: 8. Loose toilet seat. Women's Restroom by Cafeteria: 8. Loose toilet seat. Main Office: 8. NOTE: This school is not Ed. Code 35292.6 compliant. Boys Restroom by Room F1: 8. Soap dispenser missing cover. Girls Restroom by E1: 8. Soap dispenser missing cover. Fountain by M4: 9. No water pressure. Girls Restroom by Room M4: 9. Sink will not turn off.
STRUCTURAL: Structural Damage, Roofs	GOOD	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	MPR: 15. Exterior doors on east side do not latch. Gym: 15. Exterior doors on north side of gym do not latch. Pool: 15. Note: Pool is not used. Fencing around pool in good condition.

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: 6th-8th Course: English Language Arts Publisher: Amplify ELA Adoption: 2024	Yes	0
	Grades: 6th-8th Course: English Language Arts Publisher: N2Y LLC Adoption: 2015	Yes	0
	Grades: 6th-8th Course: English Language Development Publisher: Vista Higher Learning Adoption: 2022	Yes	0
	Grades: 6th-8th Course: English Language Development Publisher: National Geographic, Learning/Cengage Adoption: 2022	Yes	0
Mathematics	Grades: 6th-8th Course: Mathematics Publisher: Big Ideas Math Adoption: 2018	Yes	0
	Grades: 7th-8th Course: Mathematics Publisher: Accelerated: Big Ideas Math Adoption- 2018	Yes	0
	Grades: 8th Course: Algebra: Publisher: Big Ideas Math Adoption: 2018	Yes	0
	Grades: 6th-8th Course: Mathematics Publisher: N2Y LLC Adoption: 2015	Yes	0
History / Social Science	Grades: 6th-8th Course: History Social Science Publisher: Teachers' Curriculum Institute Adoption: 2022	Yes	0
Science	Grades: 6th Course: Science Publisher: Twig Adoption: 2022	Yes	0
	Grades: 7th-8th Course: Science Publisher: Impact Science Adoption: 2022	Yes	0
Foreign Language	Grades: 6th-8th Course: Intro to Spanish Publisher: Holt,Rinehart, and Winston Adoption: 2017	Yes	0
	Grades: 6th-8th Course: Spanish 1 Publisher: Vista Higher Learning Adoption: 2023	Yes	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 6th-8th 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)	41	41	50	44	44	49	46	47	48
Mathematics (Grades 3-8 and 11)	30	30	36	35	35	38	34	35	37
Science (Grades 5, 8, and 10)	28	22	26	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	976	939	96.21	3.79	50.27
Male	507	485	95.66	4.34	44.74
Female	466	451	96.78	3.22	56.54
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	160	156	97.50	2.50	66.03
Black or African American	23	21	91.30	8.70	28.57
Filipino	72	72	100.00	0.00	81.94
Hispanic or Latino	545	519	95.23	4.77	37.38
Native Hawaiian or Pacific Islander	23	21	91.30	8.70	23.81
White	76	74	97.37	2.63	78.38
Two or More Races	75	74	98.67	1.33	60.81
EL Students	190	169	88.95	11.05	2.96
Foster Youth	--	--	--	--	--
Homeless	42	40	95.24	4.76	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	434	414	95.39	4.61	34.06
Migrant Education	--	--	--	--	--
Students with Disabilities	142	138	97.18	2.82	12.32

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	976	954	97.75	2.25	35.86
Male	507	495	97.63	2.37	38.46
Female	466	456	97.85	2.15	33.26
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	160	159	99.38	0.62	55.35
Black or African American	23	21	91.30	8.70	19.05
Filipino	72	72	100.00	0.00	57.75
Hispanic or Latino	545	529	97.06	2.94	23.15
Native Hawaiian or Pacific Islander	23	21	91.30	8.70	19.05
White	76	75	98.68	1.32	61.33
Two or More Races	75	74	98.67	1.33	47.30
EL Students	190	180	94.74	5.26	3.33
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	9.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	434	427	98.39	1.61	20.05
Migrant Education	--	--	--	--	--
Students with Disabilities	142	140	98.59	1.41	8.63

Assessment Results by Student Group - Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	336	323	96.13	3.87	26.09
Male	168	160	95.24	4.76	29.38
Female	168	163	97.02	2.98	22.84
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	62	61	98.39	1.61	42.62
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	47.83
Hispanic or Latino	179	170	94.97	5.03	15.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	42.86
Two or More Races	30	29	96.67	3.33	34.48
EL Students	62	56	90.32	9.68	0.00
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	155	96.88	3.12	13.64
Migrant Education	--	--	--	--	--
Students with Disabilities	44	42	95.45	4.55	7.14

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**
7th	89	94	94	95	94

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	1016	1003	174	17.3
Female	492	483	81	16.8
Male	521	517	92	17.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	165	161	11	6.8
Black or African American	23	22	9	40.9
Filipino	73	73	2	2.7
Hispanic or Latino	565	561	126	22.5
Native Hawaiian or Pacific Islander	27	26	6	23.1
White	81	79	8	10.1
Two or More Races	59	59	8	13.6
EL Students	223	223	55	24.7
Foster Youth	--	--	--	--
Homeless	46	45	8	17.8
Military	--	--	--	--
Socioeconomically Disadvantaged	522	517	112	21.7
Migrant Education	--	--	--	--
Students with Disabilities	152	150	39	26.0

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 an essential part of the Newark Middle School (NMS) community, playing a pivotal role in the academic success and overall development of students. Parent engagement, from ensuring regular attendance to supporting homework completion, greatly enhances students' pathways toward higher education and long-term achievement. By supervising, supporting, and advocating, parents can provide their children with the tools and opportunities needed for success.

Opportunities for Parent Involvement:

Parents are encouraged to participate in activities and programs that foster collaboration and a sense of community. At NMS, parents have the opportunity to engage in school governance and decision-making by serving on various leadership teams, including:

School Site Council (SSC): Collaborates on school policy and improvement strategies.

English Learner Advisory Committee (ELAC): Supports programs and services for English learners.

Parent Teacher Student Association (PTSA): Strengthens the connection between school and families through activities and initiatives.

District/School English Learner Advisory Committees (DELAC): Provides input on district-level plans for English learners.

Monthly Engagement Opportunities:

Coffee with the Principal: Informal sessions to discuss school updates, initiatives, and address parent concerns.

Principal's Newsletter: Delivered monthly, keeping families informed about school events and news.

School Website: Updated bi-weekly with resources, announcements, and important information.

How to Get Involved:

Newark Middle School values parent input and involvement. For more information about organized opportunities to engage in your child's education and school activities, please visit the NMS website or contact the school office directly.

This collaborative approach ensures that parents remain integral partners in creating a thriving, inclusive, and successful school environment.

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	8.78	9.00	8.37	0.00	0.00	0.00
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	8.37	0.00
Female	5.28	0.00
Male	11.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.88	0.00
Black or African American	21.74	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.20	0.00
Native Hawaiian or Pacific Islander	22.22	0.00
White	3.70	0.00
Two or More Races	8.47	0.00
EL Students	13.90	0.00
Foster Youth	0.00	0.00
Homeless	23.91	0.00
Military	--	--
Socioeconomically Disadvantaged	11.11	0.00
Migrant Education	0.00	0.00
Students with Disabilities	10.53	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)	327

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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 Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
6th	0	18	17	0	71	74	0	44	48	0	7	6
Other	0	0	0	0	0	0	0	0	0	0	0	0

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	27	26	26	5	6	9	18	21	15	4	1	4
Mathematics	25	25	23	5	6	9	17	20	18	6	1	1
Science	29	31	31	3	0	0	14	15	13	6	6	7
Social Science	30	26	26	1	3	5	12	21	16	9	2	3

TYPES OF SERVICES FUNDED

For the 2025-26 school year, Newark Middle School offers a variety of specialized programs and services to support students in achieving grade-level proficiency and preparing for future academic and career success. These services are funded through various sources, including LCFF (Local Control Funding Formula) funds, ensuring equitable access to resources and support.

Puente Program:

The Puente program provides opportunities for 7th and 8th-grade students to develop college readiness. Through discussions about pathways to college, campus visits, and skill-building activities, students gain the tools necessary for future academic success. An LCFF-funded Puente Counselor supports students by offering academic, social-emotional, and behavioral guidance.

Support for English Learners:

English learners are placed in one of three classes tailored to their English proficiency level, with instruction provided by certified English Language Development (ELD) teachers. Students are mainstreamed into math, social studies, and science classes taught by CLAD-certified teachers, ensuring consistent language and content development.

Counseling Services:

Two full-time counselors are available to provide academic, emotional, and behavioral support to all students, helping them navigate challenges and excel academically and personally.

Special Education Services:

Special education services at Newark Middle School are tailored to meet individual student needs based on cognitive and achievement assessments. Key services include:

Resource Specialist Programs: Resource Specialist Teachers work with students in designated Strategy, Structures, and Support classes to improve proficiency in language arts and math. These students are also fully included in general education classes, supported by push-in Resource Specialists.

Special Day Classes: Five self-contained special day classes serve students who require more structured environments, while also providing opportunities for mainstreaming in physical education and elective classes.

Adaptive Physical Education: Specialized physical education classes are offered based on individual student needs.

Speech and Language Therapy: A part-time speech pathologist provides services to students requiring additional communication support.

Psychological and Behavioral Support: District psychologists conduct assessments and provide counseling, while a District behaviorist offers group behavior skills sessions and assessments as needed.

These comprehensive services reflect Newark Middle School's dedication to creating a supportive environment where all students can thrive academically, socially, and emotionally. For more information about these services, contact the school office or visit the school website.

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	$ 15,859.00
School: From Supplemental/Restricted Sources	$ 7,292.00
School: From Basic/Unrestricted Sources	$ 8,567.00
District: From Basic/Unrestricted Sources	$ 10,072.00
Percentage of Variation between School & District	-14.94 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-23.14 %

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	$ 109,260.00
District	$ 106,842.00
Percentage of Variation between School & District	2.26 %
All Similar School Districts	$ 92,686.00
Percentage of Variation between School & State	17.88 %

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	4