Needles High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

Admission Requirements for the 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/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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/.

2025-26 School Contact Information

School Name	Needles High School
Street	1600 Washington Street
City, State, Zip	Needles, CA 92363
Phone Number	(760) 326-2191
Principal	Amy Avila
Email Address	amy_avila@needlesusd.net
School Website	www.needlesusd.org
Grade Span	9-12
County-District-School (CDS) Code	36-67801-3634169

2025-26 District Contact Information

District Name	Needles Unified School District
Phone Number	(760) 326-3891
Superintendent	Dr. Garry Cameron
Email Address	garry_cameron@needlesusd.org
District Website	www.needlesusd.org

2025-26 School Description and Mission Statement

Principal's Message

Needles High School serves students in grades 9–12 from the City of Needles and surrounding communities. The school has an enrollment of approximately 260 students, many of whom commute 50 miles or more each day to attend. Our instructional program is supported by a dedicated team of 16 teachers—three of whom are shared with Needles Middle School—along with one academic counselor and five classified support staff members.

As a small, close-knit campus, Needles High School is uniquely positioned to offer personalized learning experiences while

2025-26 School Description and Mission Statement

fostering a safe, supportive, and inclusive school environment. Our students consistently demonstrate strong academic achievement and have earned admission to highly competitive colleges and universities throughout California and across the nation. These successes reflect the strength of the collaborative partnerships among our staff, students, families, and community.

The faculty and staff at Needles High School are committed, resilient, and student-centered, working collectively to promote academic excellence and student well-being. Our ongoing goals include closing achievement gaps, implementing California State Standards with fidelity, and ensuring all students are prepared for college, career, and civic life.

Mission Statement
Provide a safe and supportive learning environment that fosters academic success while emphasizing college and career readiness for all students.

Vision Statement
Through high expectations and the development of 21st Century Learning Skills, Needles High School prepares students to seize opportunities and become productive, self-directed citizens in a global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	74
Grade 10	44
Grade 11	62
Grade 12	89
Total Enrollment	269

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	16.4
Asian	0.7
Black or African American	3
Filipino	0.7
Hispanic or Latino	34.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.9
White	38.7
Foster Youth	0.4
Homeless	8.6
Socioeconomically Disadvantaged	77.3
Students with Disabilities	16

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.8	82.4	40.6	81.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	6.35	3.4	6.82	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	6.42	4.8	9.72	11953.1	4.28
Unknown/Incomplete/NA	0.6	4.61	1	2.12	15831.9	5.67
Total Teaching Positions	14.3	100	50	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.5	80.24	39.8	76.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	3.06	2.9	5.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	5.01	6.2	12	11746.9	4.23
Unknown/Incomplete/NA	1.6	11.62	3.2	6.21	14303.8	5.15
Total Teaching Positions	14.3	100	52.3	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.2	84.11	40.9	78.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.5	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	11.92	9.1	17.54	12112.8	4.34
Unknown/Incomplete/NA	0.5	3.9	1.3	2.65	13705.8	4.91
Total Teaching Positions	14.6	100	52	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.90	0.4	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	0.4	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.90	0.7	1.7
Total Out-of-Field Teachers	0.90	0.7	1.7

Class Assignments

Indicator	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)	0	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Needles Unified School District held a public hearing on October 21, 2024, and determined that each school site had sufficient, high-quality textbooks and instructional materials in compliance with the requirements of the Williams v. State of California settlement. This determination included textbooks, laptop computers, science laboratory equipment, and visual and performing arts instructional materials for the 2024–2025 school year.

All students, including English learners, have equitable access to standards-aligned textbooks, instructional materials, and technology for use both at school and at home. Supplemental instructional resources to support students with special needs are provided through a combination of categorical funds, lottery funds, and grant funding. When State textbook funding is insufficient to meet District needs, the Governing Board allocates General Fund resources to ensure that all students have access to the required instructional materials.

In response to the worldwide COVID-19 pandemic beginning in 2020 and the resulting shift to distance learning, the Needles Unified School District implemented a one-to-one technology initiative by issuing laptop computers to all students. Internet hotspots were also provided to students lacking reliable home internet access to ensure continuity of instruction.

The California State Department of Education establishes textbook adoption cycles to reflect changes in curriculum aligned with State Standards and Frameworks. The District follows this process by convening curriculum committees to review State-adopted instructional materials. Committee recommendations are presented for public review and comment prior to final adoption by the District.

Year and month in which the data were collected	September, 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell, Language of Literature-2002, McDougal Littell, British Literature-2002, McDougal Littell, American Literature-2002, Bedford/St. Martin's Press, Everything's an Argument with Reading-2013, Bedford/St. Martin's Press, A World of Ideas, Essential Readings for College Writers-2013, ERWC: Expository Reading and Writing Course, 2015. APEX Online Learning Program-2008	0
Mathematics	College Preparatory Mathematics (CPM), Core Connections, Integrated Courses I, II, III, Pre-Calculus, and Calculus -2015. APEX Online Learning Program-2008	0
Science	Glencoe/McGraw-Hill- Biology 2008, Glencoe/McGraw-Hill, Earth Science 2008, Prentice Hall, Essentials of Anatomy and Physiology 2008, Pearson Biology in Focus, AP Edition 2022,	0

	Glencoe/McGraw-Hill, Chemistry/Matter and Change, 2008, Pearson Addison Wesley/Conceptual Integrated Science, 2008, WH Freeman/Environmental Science for AP, 2018. APEX Online Learning Program-2008	
History-Social Science	McDougal Littell, Modern World History: Patterns of Interaction 2007, McDougal Littell, The Americans: Reconstruction to the 21st Century 2007, Holt Economics, 2007, Holt/Reinhart and Winston American Government, 2007. APEX Online Learning Program-2008.	0
Foreign Language	McDougal Littell, En Espanol! 1, 2, and 3, 2008.	0
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The most recent facilities inspection of Needles High School was conducted in September 2024 using the California Department of Education's Facility Inspection Tool (FIT). Results from the September 2024 Williams Monitoring visit identified no extreme deficiencies that would pose an emergency or urgent threat to the health or safety of students or staff. The inspection did, however, note areas in need of repair classified as "good repair deficiencies," specifically related to Gymnasium, Library, Auditorium and, minor structural issues, and playground and school grounds.

The District and school administration place a high priority on maintaining a safe, secure, and well-maintained learning environment. Ongoing maintenance and monthly site inspections are conducted to ensure facilities remain clean, functional, and safe. Fire drills and "drop, cover, and hold" drills are conducted monthly under the supervision of school administration in coordination with the Needles Unified School District Maintenance and Operations Department. Needles High School maintains a comprehensive disaster preparedness and school safety plan that is reviewed, updated, and approved annually by the School Site Council and the Needles Unified School District Board of Trustees.

School-wide supervision procedures are in place to ensure student safety before school, during nutrition breaks and lunch periods, and after school in areas including hallways, restrooms, the cafeteria, and common areas. Needles High School operates as an open campus, allowing students to leave campus during lunch. To maintain campus security, all visitors during instructional hours are required to check in at the school office and wear a school-issued identification badge while on campus.

The Needles Unified School District Board of Trustees has adopted districtwide cleaning standards for all school sites. School administration collaborates daily with District custodial and maintenance staff to implement cleaning schedules that ensure a safe and sanitary environment. Classrooms, offices, restrooms, cafeteria areas, and common spaces are cleaned and maintained regularly, with student restrooms spot-checked throughout the day to ensure cleanliness and adequate supplies.

Planned improvements at Needles High School include the inspection of gymnasium bleachers and the implementation of keyless entry systems for the main office, with plans to expand keyless access to all classrooms in the future to further enhance campus security.

The Needles High School campus includes 13 classrooms, two science laboratories, mobile computer labs, a culinary kitchen, two career technical education classrooms, a gymnasium with men's and women's locker rooms, an auditorium, a fine arts building with two classrooms, a library, athletic fields, and an administration building. The library and athletic fields are shared with Needles Middle School. The cafeteria/multipurpose room, located on the Needles Middle School campus, is shared with Vista Colorado Elementary School and Needles High School. All facilities provide adequate space to support student learning and staff needs.

Since the September 2024 FIT inspection, no deficiencies related to instructional materials have been identified, and no extreme facility deficiencies have been reported. The District utilizes the FMX digital work order system to ensure maintenance requests are addressed promptly and efficiently, minimizing disruptions to the instructional program.

School Facility Conditions and Planned Improvements

Williams monitoring visits are conducted to verify the sufficiency of instructional materials in the core subject areas—English Language Arts, mathematics, history/social science, science, and world language—as well as the adequacy of science laboratory equipment, and to confirm that no facility conditions exist that would pose a threat to the health or safety of students or staff.

Year and month of the most recent FIT report	September, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Auditorium: Sanitary napkin dispensers empty (remedied 9/9/24) Gymnasium: Urinal not working or missing (District repaired urinal during Williams visit) Gymnasium: Graffiti etched into restroom fixtures and/or partitions (Work order: 6983896) Cafeteria: Toilet/urinal leaking (remedied 9/9/24)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Gymnasium: Holes in ceiling (work order #6983881)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Auditorium/Main Office Area: Significant cracks, trip hazards, holes or deterioration (Pending: District is seeking a vendor willing to work DSA to complete the repairs) Branigan Field: Seating and/or tables are broken, damaged or deteriorating (remedied 9/9/24)

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	42	30	32	47	48
Mathematics (grades 3-8 and 11)	15	17	20	19	35	37

2024-25 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	60	60	100.00	0.00	41.67
Female	27	27	100.00	0.00	55.56
Male	33	33	100.00	0.00	30.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	55.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	60	60	100.00	0.00	16.67
Female	27	27	100.00	0.00	14.81
Male	33	33	100.00	0.00	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	20.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.29	15.71	15.33	18.8	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	153	100.00	0.00	18.30
Female	71	71	100.00	0.00	15.49
Male	82	82	100.00	0.00	20.73
American Indian or Alaska Native	26	26	100.00	0.00	7.69
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	55	55	100.00	0.00	23.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	58	100.00	0.00	20.69
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	20.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	0.00

2024-25 Career Technical Education Programs

Needles High School offers Automotive through their Career Technical Education (CTE). Through the Automotive program students are offered introduction to automotive.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	112
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.19
Graduates Who Completed All Courses Required for UC/CSU Admission	2.22

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 9	100%	100%	100%	100%	100%

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to be active partners in their child's education, and Needles High School works diligently to foster strong, collaborative relationships among the school, families, and the broader community. At the beginning of each school year, an evening Open House is held to provide parents with the opportunity to visit the campus, meet teachers, and learn about academic programs and expectations.

Opportunities for parent participation and shared decision-making are available through quarterly School Site Council meetings, which are open to all parents and community members. In addition, parents are encouraged to participate in the District Advisory Committee, which plays a key role in defining the goals, actions, and priorities of the District's Local Control and Accountability Plan (LCAP).

To support ongoing communication and transparency, parents have 24-hour access to their student's grades, attendance, and discipline records through the online Parent Portal. The Aeries "Parent Connect" communication system is also used to keep families informed about school events, activities, and important announcements at Needles High School.

The school's academic counselor meets with parents to provide guidance on college and career readiness, including financial aid information and assistance with the Free Application for Federal Student Aid (FAFSA).

2025-26 Opportunities for Parental Involvement

For additional information on how to become involved in the school community, parents are encouraged to contact the school office or Principal, Amy Avila.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	0	0	3.1	0	0	8.2	8.9	8
Graduation Rate	100	100	100	96.9	100	100	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	85	85	100.0
Female	38	38	100.0
Male	47	47	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	18	18	100.0
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	27	27	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	34	34	100.0
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	12	12	100.0
Socioeconomically Disadvantaged	67	67	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	14	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	296	288	76	26.4
Female	140	140	36	25.7
Male	156	148	40	27.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	48	48	16	33.3
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	100	98	26	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	3	17.6
White	115	111	26	23.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	33	32	12	37.5
Socioeconomically Disadvantaged	237	231	70	30.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	48	47	14	29.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.91	9.72	9.12	6.87	7.14	4.6	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.12	0.00
Female	5.00	0.00
Male	12.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	12.50	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	6.09	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	12.12	0.00
Socioeconomically Disadvantaged	11.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.58	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement and includes data regarding crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Education Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Routine student safety is provided through the assignment of teachers and paid supervisors for supervision duty during all nutrition and lunch periods as well as before and after school. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are then provided with a name tag to wear while on school grounds. A safe, secure teaching and learning environment is of the highest priority to Needles High School and NUSD administration.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and Needles High School, School Site Council in February 2024.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	14	6	0
Mathematics	15	14	6	0
Science	18	8	7	0
Social Science	16	10	5	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	11	6	
Mathematics	14	14	2	
Science	18	10	6	
Social Science	17	10	7	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	11	5	
Mathematics	14	14	3	
Science	13	13	2	
Social Science	15	12	5	

2024-25 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	267

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	$9587	$1431	$8156	$76211.12
District	N/A	N/A	$3479	$96,795
Percent Difference - School Site and District	N/A	N/A	80.4	-17.6
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-27.6	-3.2

Fiscal Year 2024-25 Types of Services Funded

There are programs available to support and assist students identified as Title I, Title IV, Title VI, CTE, AVID, and Special Education. Title I funds are used to supplement the regular educational program. Needles High School is a Schoolwide Title I school. Title I funds are dispersed through the SPSA. Title II funds are directed toward staff development and training. Special Education funding supports the educational program for students with an IEP. The AVID program is designed to close the achievement gap and prepare students for college. CTE provides opportunities to explore and prepare for careers after graduating.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$62,351	$54,773
Mid-Range Teacher Salary	$88,113	$78,981
Highest Teacher Salary	$116,603	$117,337
Average Principal Salary (Elementary)	$140,848	$128,425
Average Principal Salary (Middle)	$140,848	$137,947
Average Principal Salary (High)	$140,848	$138,809
Superintendent Salary	$198,485	$176,162
Percent of Budget for Teacher Salaries	28.29%	24.71%
Percent of Budget for Administrative Salaries	5.89%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.3

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	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Professional development is an integral component of the Needles Unified School District's commitment to continuous improvement and the ongoing growth of all employees. The purpose of professional development is to foster learning-centered schools in which educators and staff continually refine their practices to improve student achievement and outcomes.

Ongoing professional learning is provided at both the district and school-site levels. The District implements weekly Early Release Days on Wednesdays, while still meeting or exceeding State instructional time requirements. These early release sessions are dedicated to professional development focused on the Common Core State Standards, effective instructional strategies, and collaborative planning. Teachers work alongside colleagues and site administrators to analyze instructional practices, share best practices, and strengthen schoolwide instructional coherence. These professional learning opportunities are facilitated collaboratively by administrators, staff, and outside consultants.

The District works in partnership with the San Bernardino County Superintendent of Schools Curriculum and Instruction Department to provide ongoing professional development led by county consultants. These sessions are aligned with the principles of Visible Learning, as articulated by John Hattie, Douglas Fisher, Nancy Frey, and John Almarode, and focus on evidence-based instructional practices that have a high impact on student learning.

Needles High School works closely with the County's Small Schools Program Manager to plan and coordinate professional development activities, conduct classroom walkthroughs, and provide staff with timely, constructive feedback to support continuous instructional improvement.

School and district administrators also engage in continuous professional learning. Principals participate regularly in professional development focused on research-based practices proven to increase student learning, and professional development is embedded into every principals' meeting.

Additional collaboration time is encouraged following the conclusion of the school year to allow teachers at all grade levels to develop and refine California State Standards–aligned scope and sequence documents in preparation for the upcoming school year. All grade levels participate in this collaborative planning process.

The District provides structured support for beginning teachers in their first and second years through research-based induction and coaching programs. Each beginning teacher is paired with an experienced Support Provider who offers individualized guidance, mentoring, and professional support to promote instructional growth and long-term success.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement			