

Needles High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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.org
School Website	www.needlesusd.org
County-District-School (CDS) Code	36-67801-3634169

2022-23 District Contact Information

District Name	Needles Unified School District
Phone Number	(760) 326-3891
Superintendent	Amy Avila
Email Address	amy_avila@needlesusd.org
District Website Address	www.needlesusd.org

2022-23 School Overview

Principal's Message

Needles High School serves grades 9-12 students residing in and around the City of Needles. The current student body hovers at around 300 students. Many students travel 50 or more miles each way to attend school. Needles High School consists of 17 teachers (3 teachers are shared with Needles Middle School), one academic counselor, and five support staff members. As a small school, we have the opportunity to create the best learning experiences for all students and maintain a safe environment. Our students are reaching new heights, attending some of the most prestigious universities in California and out of state. These successes stem from our staff's strong working relationships with parents and students. We have dedicated, disciplined, and resilient staff members whose primary focus is to promote student learning and success. The goals at Needles High School are to close the achievement gap, successfully implement the California State Standards, and prepare ALL students for college and careers.

Needles High School Mission Statement:

Provide a safe learning environment that promotes academic success while emphasizing college and career readiness for all students.

Needles High School Vision Statement:

The vision of Needles High School is that through high expectations students will utilize 21st Century Learning Skills. Students will be prepared to take advantage of opportunities to become productive, self-directed citizens of a global society.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	92
Grade 10	62
Grade 11	70
Grade 12	70
Total Enrollment	294

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	15.6
Asian	0.3
Black or African American	3.4
Filipino	0.0
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.1
White	51.4
English Learners	0.0
Foster Youth	0.3
Homeless	4.4
Migrant	0.0
Socioeconomically Disadvantaged	67.3
Students with Disabilities	15.3

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

2020-21 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)	11.40	85.16	30.90	66.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.42	6.50	13.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	6.08	8.90	19.08	12115.80	4.41
Unknown	0.10	1.19	0.40	0.88	18854.30	6.86
Total Teaching Positions	13.40	100.00	46.70	100.00	274759.10	100.00

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.80	
Total Out-of-Field Teachers	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Needles Unified School District held a public hearing on January 18, 2022. It determined that each school had sufficient and good quality textbooks, and instructional materials, including laptop computers and science lab equipment, under the settlement of Williams vs. the State of California. In addition, the District ensured the sufficiency of visual and performing arts materials for the 2021-2022 school year. All students, including English learners, have access to textbooks, devices, and instructional materials in class and at home. Supplemental materials that support students with special needs are also provided using categorical funds, lottery funds, and grants. When State textbook funds do not meet our needs, general fund dollars are allocated by our governing board to ensure our textbook needs are met.

The worldwide 2020 COVID-19 pandemic brought about schools closing throughout California and the United States. As a result, distance learning became the norm for American classrooms. Needles Unified School District issued laptop computers to all students and internet hot spots to those students without reliable internet access.

The State Department of Education establishes textbook adoption cycles that address changes in curriculum as reflected by State Standards and Frameworks. District committees review State-approved materials and textbooks. The committee's recommendations are available for public comment before District adoption.

Year and month in which the data were collected

September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	100
Mathematics	College Preparatory Mathematics (CPM), Core Connections, Integrated Courses I, II, III, Pre-Calculus, and Calculus -2015	Yes	100
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 2013	Yes	100
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	Yes	100
Foreign Language	McDougal Littell, En Espanol! 1, 2, and 3	Yes	100
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

The most recent facilities inspection of Needles High School using the FIT (Facility Inspection Tool) took place on August 2022. Findings from August 2022 Williams Monitoring reported one extreme deficiency and eight good repair deficiencies.

District and school administration places a high priority on student and staff safety. Monthly inspections and ongoing maintenance ensure school facilities are kept safe, in good working condition, and clean. Fire drills and drop and cover drills are conducted monthly under the supervision of the administration and the Needles Unified Maintenance and Operations Department. Needles High School has a current disaster preparedness 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 procedures are in place for the supervision of students on school grounds, including hallways, cafeteria, and bathrooms, to ensure student safety before school, during nutrition break and lunch, and after school. Needles High School is an open campus where students can leave campus for lunch. All visitors during school hours must check in at the school office and wear a school-issued ID badge while on campus.

The Needles Unified School District Board of Trustees has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District Office. School administration works daily with district staff to develop cleaning schedules to ensure a clean and safe school. Classrooms, office areas, cafeteria, restrooms, and all other areas are cleaned and maintained regularly. Student restrooms are spot-checked for cleanliness and adequate soap and supplies throughout the day.

The Needles High School campus consists of 13 classrooms, 2 science labs, mobile computer labs, a culinary kitchen, 2 career technology classrooms, a gymnasium with men's and women's locker rooms, an auditorium, a fine arts building containing 2 classrooms, a library, athletic fields, and an administration building. The athletic fields and library are shared with the Needles Middle School. The cafeteria/multipurpose room is on the Needles Middle School Campus but is shared with Vista Colorado Elementary School and Needles High School. All site facilities provide adequate space for our students and staff.

Since the last FIT inspection on August 2022, no findings to report.

The Needles Unified School District uses a SchoolDude, digital work order process to ensure efficient service and that emergencies are addressed quickly, efficiently, and with little interruption to the learning environment.

Williams monitoring visits are used to verify sufficient instructional materials in the four core subject areas (RLA, mathematics, history/social science, science, and world language), science lab equipment, and to determine if there is any facility condition that poses an emergency or urgent threat to the health or safety of pupils and staff.

Year and month of the most recent FIT report

August, 2022

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	15	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	65	65	100.00	0.00	23.08
Female	34	34	100.00	0.00	29.41
Male	31	31	100.00	0.00	16.13
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	23	23	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	31.25
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	46	46	100.00	0.00	19.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	16.67

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	65	65	100.00	0.00	10.77
Female	34	34	100.00	0.00	11.76
Male	31	31	100.00	0.00	9.68
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	23	23	100.00	0.00	8.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	15.63
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	46	46	100.00	0.00	8.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	5	13.53	13.73	13.98	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	133	99.25	0.75	13.53
Female	65	65	100	0	12.31
Male	69	68	98.55	1.45	14.71
American Indian or Alaska Native	16	16	100	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100	0	16.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	72	72	100	0	16.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	79	98.75	1.25	11.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100	0	5.88

2021-22 Career Technical Education Programs

Needles High School offers Culinary Arts through their Career Technical Education (CTE). Through the Culinary Arts program students are offered Bakery, Restaurant 1 and Restaurant 2.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.34
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	15.69

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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

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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to be an integral part of the educational program. We work diligently to increase the relationships between school and parents/community. At the opening of the school year, an Open House is held during the evening for parents to visit the school site and meet their child/children's teachers. School Site Council meetings are held quarterly and all are welcome to attend. Parents are informed with an online program called Parent Portal, where parents have 24-hour-a-day access to their student's grades, attendance, and discipline. AERIES communication 'All Call' system is used to inform parents

2022-23 Opportunities for Parental Involvement

of special events and happenings at Needles High School. The academic counselor holds meetings with parents to address FAFSA and any other college and career readiness needs.

For more information on how to become involved, please contact Principal, Amy Avila, in the school office.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2	0		3.1	0		8.9	7.8
Graduation Rate		98	100		96.9	98.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	65	65	100.0
Female	29	29	100.0
Male	36	36	100.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	14	14	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	38	38	100.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	41	41	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	324	312	110	35.3
Female	152	149	55	36.9
Male	172	163	55	33.7
American Indian or Alaska Native	50	48	16	33.3
Asian	1	1	0	0.0
Black or African American	14	12	9	75.0
Filipino	1	1	1	100.0
Hispanic or Latino	83	80	28	35.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	5	55.6
White	165	160	50	31.3
English Learners	0	0	0	0.0
Foster Youth	2	2	2	100.0
Homeless	18	18	9	50.0
Socioeconomically Disadvantaged	222	213	90	42.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	50	22	44.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.91	6.41	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.33	0.09	7.08	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.33	0.00
Female	4.61	0.00
Male	11.63	0.00
American Indian or Alaska Native	8.00	0.00
Asian	0.00	0.00
Black or African American	14.29	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	9.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.21	0.00

2022-23 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 December 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	7	1
Mathematics	20	8	4	2
Science	25	2	7	1
Social Science	26	2	5	1

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	11	7	1
Mathematics	20	8	6	
Science	25	4	3	3
Social Science	26	2	6	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	15	6	
Mathematics	14	17	4	1
Science	18	10	6	2
Social Science	15	11	5	

2021-22 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	294

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$79,306
Percent Difference - School Site and District	N/A	N/A	80.4	-4.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	21.2	4.3

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,073	\$46,419
Mid-Range Teacher Salary	\$73,588	\$69,902
Highest Teacher Salary	\$95,711	\$97,912
Average Principal Salary (Elementary)	\$124,183	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$124,183	\$122,212
Superintendent Salary	\$180,285	\$150,971
Percent of Budget for Teacher Salaries	24%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16
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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	1
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

Professional Development is an integral aspect of the District's plan for the ongoing growth of all District employees. The purpose of professional development is to create schools in which all students and staff members are learners who continually improve their performance.

In addition, school sites have ongoing staff development at their respective schools. The District has provided weekly Early Release Days on Wednesdays with instructional time still exceeding or meeting the State requirements. The focus during early release days is to professional development on Common Core State Standards and effective instructional strategies as well as teacher collaboration with their colleagues and administration to develop best practices being used within their school site. Administration, staff, and consultants work together to provide these professional development sessions. For the school year of 2020/2021 NUSD has contracted with Performance Education Partnership to provide ongoing professional development for all staff and administration targeting Social and Emotional Learning (SEL).

Principals are engaged in the study of research-based practices that increase student learning. Professional development is a part of every principal's meeting.

Additional collaboration time was encouraged for all grade levels following the school year to develop Common Core State Standards' Scope and Sequence for the next school year. All grade levels participated in this work.

We successfully support beginning teachers in their first and second years of teaching with research-based coaching programs. Each beginning teacher receives expert help from an experienced Support Provider.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	45	45	