Needles Middle 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 Middle School
Street	720 Bailey Avenue
City, State, Zip	Needles, CA 92363
Phone Number	(760) 326-3894
Principal	Lester Eastman
Email Address	lester_eastman@needlesusd.net
School Website	www.needlesusd.org
Grade Span	6-8
County-District-School (CDS) Code	36-67801-6100929

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 Middle School serves grades 6-8 students residing in and around the City of Needles. The current student body hovers around 215 students. Many students travel 50 or more miles each way to attend school. Needles Middle School consists of thirteen teachers (two teachers shared with Needles High School and one shared with Vista Colorado Elementary School), one academic counselor, and three support staff. As a small school, we have the opportunity to create the best learning experiences for all students and maintain a safe environment. Successes at Needles Middle School stem from the strong working relationships our staff has 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 Middle School are to close

2025-26 School Description and Mission Statement

the achievement gap, successfully implement the California State Standards, and prepare all students for college and career.

Needles Middle School Mission Statement
Needles Middle School is committed to offering every student equal access to educational opportunities in a safe and orderly environment. We will continually seek to improve the quality of school life and instruction with the long-range goal of helping each individual student become a responsible and productive lifelong learner in a global society.

Needles Middle School Vision Statement:
The Needles Middle School staff and school community are committed to equipping all students with the skills and knowledge necessary to be academically proficient. We will ensure our students are prepared to successfully engage in 21st Century College and Career Pathways.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	56
Grade 7	71
Grade 8	69
Total Enrollment	196

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	11.2
Asian	0.5
Black or African American	1.5
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.7
White	41.8
Foster Youth	0.5
Homeless	6.1
Socioeconomically Disadvantaged	83.2
Students with Disabilities	17.9

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)	8.5	79.81	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)	0.5	4.65	3.4	6.82	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	11.72	4.8	9.72	11953.1	4.28
Unknown/Incomplete/NA	0.4	3.72	1	2.12	15831.9	5.67
Total Teaching Positions	10.7	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)	6.8	62.36	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)	1.6	15.09	2.9	5.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	12.09	6.2	12	11746.9	4.23
Unknown/Incomplete/NA	1.1	10.27	3.2	6.21	14303.8	5.15
Total Teaching Positions	11	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)	6.3	56.1	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)	0.3	2.94	0.5	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.4	39.36	9.1	17.54	12112.8	4.34
Unknown/Incomplete/NA	0.1	1.42	1.3	2.65	13705.8	4.91
Total Teaching Positions	11.2	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	0.8	0.1
Misassignments	0.50	0.8	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	1.6	0.3

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	1.20	1.3	4.4
Total Out-of-Field Teachers	1.20	1.3	4.4

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	14.2	
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	7.1	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 10,2023, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, including laptop computers, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. In addition, the District ensured sufficiency of visual and performing arts materials for the 2022-2023 school year. All students, including English learners, have access to their own textbooks, devices, and instructional materials to use 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.

As we continue in post-pandemic education, Needles Unified School District ensures all students are 1 to 1. Our adoption of curriculum has gone back to pre-pandemic, which is CPM in mathematics. We are also using I-Ready as a supplement for math and reading. My Perspectives for ELA, SAVVAS for History-Social Science, and Stem Scopes for Science. Moving forward Needles has ensured all students have access to textbooks online as well as physical textbooks. There are extra class sets, so students are able to have a book at home as well as at school in all subjects.

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 and adopted materials. Textbooks, recommended by the committee, are made available for public comment before District adoption.

Year and month in which the data were collected	September 2025

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	My Perspectives, Savvas 2016(Not from most recent state adoption but from the local board adoption and the district feels it meets the state standards), APEX Online Learning Program 2008	0
Mathematics	CPM Educational Programs: Core Connections, Course 1, 2, 3, 2003, APEX Online Learning Program, 2008, i-Ready California as a supplemental	0
Science	STEMscopes CA NGSS 3D: Accelerate Learning, 2022, APEX Online Learning Program 2008	0
History-Social Science	SAVVAS My World interactive 2019; 6th Grade Ancient Civilizations, 7th Grade Medieval and Early Modern Times, 8th Grade Growth and Conflict. All are CALIFORNIA World History or American History series.	0

Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	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 Middle School using the FIT (Facility Inspection Tool) took place in September 2024. The FIT inspection found no extreme deficiencies or good repair deficiencies.

District and school administration place 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 Middle 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 the playground, hallways, cafeteria, and bathrooms to ensure student safety before school, during nutrition break and lunch, and after school. Needles Middle School is a closed campus. All visitors during school hours must check in at the school office and wear a school issued an 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 playground areas are cleaned and maintained regularly. Student restrooms are spot-checked throughout the day for cleanliness, and adequate soap and supplies.

Built in the early 1950s, the Needles Middle School campus consists of 10 main classrooms, 4 portable classrooms, a boys' and girls' locker room, and a playground. One portable classroom is used for a computer lab, and another portable classroom is used as a science lab. The remaining 2 portable classrooms are used as regular classrooms. An athletic field and library are on the Needles High School Campus, but 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 September 2024, there have been no planned or recently completed facility improvements.

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

Williams Monitoring: Williams monitoring visits are used to verify sufficient instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science), 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	September, 2023

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			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restroom Fixtures and soap dispenser issues in both boys and girls RR , work order submitted 7055, 7056 Boys stall door or latched not functioning as designed work order 7054
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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)	32	27	30	32	47	48
Mathematics (grades 3-8 and 11)	15	12	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	203	202	99.51	0.49	26.73
Female	107	106	99.07	0.93	39.62
Male	96	96	100.00	0.00	12.50
American Indian or Alaska Native	21	21	100.00	0.00	28.57
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	74	73	98.65	1.35	30.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	31.25

White	86	86	100.00	0.00	24.42
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	93	98.94	1.06	16.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	5.56

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	203	201	99.01	0.99	11.94
Female	107	105	98.13	1.87	10.48
Male	96	96	100.00	0.00	13.54
American Indian or Alaska Native	21	21	100.00	0.00	9.52
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	74	72	97.30	2.70	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	6.25
White	86	86	100.00	0.00	13.95
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	94	92	97.87	2.13	8.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	5.56

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)	16.22	23.19	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	70	69	98.57	1.43	23.19
Female	37	36	97.30	2.70	22.22
Male	33	33	100.00	0.00	24.24
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	24	96.00	4.00	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	33.33
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	32	31	96.88	3.12	19.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	7.69

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.

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 5	100	100	100	100	100
Grade 7	100	100	100	100	100
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 an integral part of the educational program. We work diligently to increase the relationships between the 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 through Parent Portal where parents have 24-hour-a-day access to their student's grades, attendance, and discipline. AERIES Communication System (parent calling system) and Parent Square are used to inform parents of special events and happenings at Needles Middle School.

For more information on how to become involved, please contact the Principal, Mr Lester G. Eastman, in the school office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	217	216	45	20.8
Female	113	113	24	21.2
Male	104	103	21	20.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	22	22	5	22.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	79	24	30.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	2	11.8
White	92	92	13	14.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	5	33.3
Socioeconomically Disadvantaged	183	182	42	23.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	40	11	27.5

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
15.32	14.04	6.91	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	6.91	0.00
Female	4.42	0.00
Male	9.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.65	0.00
White	7.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	7.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	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) schoolwide 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 recess 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 Educational Training Center administration.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in the Fall of 2022.

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	4	3	0
Mathematics	14	7	1	0
Science	18	2	5	0
Social Science	18	2	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	8	1	
Mathematics	14	8	1	
Science	18	5	3	
Social Science	18	4	4	

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	8		
Mathematics	14	9		
Science	18	5	3	
Social Science	18	5	3	

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	0

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)	
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	$8590	$1818	$6772	$67,685
District	N/A	N/A	$3,479	$96,795
Percent Difference - School Site and District	N/A	N/A	64.2	-29.3
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-45.6	-15.0

Fiscal Year 2024-25 Types of Services Funded

Programs available to support and assist students are Title I Part A, Title II Part A (Supporting Effective Instruction), Title IV Part A (Student and School Support), Title V Part B Subpart 2 (Rural and Low Income), Special Education, and After School Education and Safety. Title I funds are used to supplement the regular educational program. Needles Middle 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 After School Education and Safety funds support the after-school program at the Needles Rec Center.

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%

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

Professional Development

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.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	45	45	45