

# Needles High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Website	Needlesusd.org
County-District-School (CDS) Code	36-67801-3634169

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Needles Unified School District
Phone Number	(760) 326-3891
Superintendent	Dr. Mary McNeil
Email Address	mary_mcneil@needlesusd.org
Website	www.needlesusd.org

### School Description and Mission Statement (School Year 2020-2021)

#### Principal's Message

Needles High School serves grades 9-12 students residing in and around the City of Needles. The current student body hovers around 265 students. Many students travel 50 or more miles each way to attend school. Needles High School consists of sixteen teachers (three 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 both in California and out of state. These successes 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 High School are to close the achievement gap, successfully implement the California State Standards, and prepare ALL students for college and career.

#### 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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	86
Grade 10	82
Grade 11	61
Grade 12	48
<b>Total Enrollment</b>	<b>277</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	15.5
Asian	1.1
Hispanic or Latino	28.5
White	50.2
Two or More Races	1.8
Socioeconomically Disadvantaged	70
English Learners	2.2
Students with Disabilities	13
Foster Youth	1.1
Homeless	0.7

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	15	15	44
Without Full Credential	0	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** September 22, 2020

The Needles Unified School District held a public hearing on September 22, 2020, 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 2020-2021 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.

The worldwide 2020 COVID-19 pandemic brought about the closing of schools throughout California and the United States. Instruction through distance learning became the norm for American classrooms. In the spring of 2020, the Needles Unified School District issued laptop computers to all students and internet hot spots to those students without reliable internet access. The rollout of computers in conjunction with existing adopted instructional materials, identified weaknesses within the programs. This led the District to identify and evaluate curriculum programs to better meet the needs of students. In the summer of 2020, the district evaluated Pearson Connexus online textbook program and found that it met the needs of the district. TK-12 Pearson Connexus ELA, TK-12 Pearson Connexus Math, TK-12 Pearson Connexus History-Social Science, TK-12 Pearson Connexus Science, and TK-12 Pearson Connexus World Languages programs are not from the most recent state adoption, but the district determined through a local review that Pearson Connexus TK-12 ELA, TK-12 Math, TK-12 History-Social Science, TK-12 Science, and TK-12 World Languages are aligned to current state standards. On September 22, 2020, Pearson Connexus TK-12 ELA, TK-12 Math, TK-12 History-Social Science, TK-12 Science, and TK-12 World Languages was adopted by the Needles Unified Board of Trustees.

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 prior to District adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Connexus Online Learning 2020	No	0
Mathematics	Pearson Connexus Online Learning 2020	No	0
Science	Pearson Connexus Online Learning 2020	No	0
History-Social Science	Pearson Connexus Online Learning 2020	No	0
Foreign Language	Pearson Connexus Online Learning 2020	No	0

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

## School Facility Conditions and Planned Improvements

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The most recent facilities inspection of Needles High School using the FIT (Facility Inspection Tool) took place on December 7, 2020. Findings from the December 7, 2020, reported one good repair deficiency. The good repair deficiency was a light pole in the school parking lot was hit by a semitruck and needs to be repaired. The repair to the light pole is planned for summer, 2021.

District and school administration place a high priority on student and staff safety. Monthly inspections and ongoing maintenance ensures 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 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, in that students are allowed to leave campus for lunch. 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 all other areas are cleaned and maintained on a regular basis. Student restrooms are spot checked throughout the day and for cleanliness, and adequate soap and supplies.

The Needles High School campus consists of 13 classrooms, 2 science labs, computer lab, culinary kitchen, 4 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 December 7, 2020, there were no planned or recently completed facility improvements.

The Needles Unified School District uses a School Dude, 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: A Williams monitoring visit did not take place at the start of the 2020/2021 school year due to the COVID-19 pandemic. Williams monitoring visits are used to verify sufficient instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science), the sufficiency of visual and performing arts materials, 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. The Williams monitoring visit will be rescheduled once the school reopens for regular instruction.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Light pole in the school parking lot that was hit by a semi-truck needs to be repaired.
<b>Overall Rating</b>	Good	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	28	N/A	50	N/A
Mathematics (grades 3-8 and 11)	15	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	12	N/A	12	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Needles High School offers Culinary Arts through their Career Technical Education (CTE).

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	150

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.92
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	24.14

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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, 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 of special events and happenings at Needles High School.

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

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	8.3	2	0	9.7	9.4	1.5	9.1	9.6	9
Graduation Rate	90	98	100	87.5	90.6	98.5	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.5	16.6	6.7	9.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.7	5.3	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Comprehensive Safe School Plan is fully incorporated in the School 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 School 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 February 2020.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	16	11	7	1	19	9	5	3	21	8	7	1
Mathematics	18	10	3		19	9	4	1	20	8	4	2
Science	30	1	3	3	26	3	7		25	2	7	1
Social Science	26	1	5		28		5	1	26	2	5	1

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	277

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9587	\$1431	\$8156	\$64007
District	N/A	N/A	\$3479	\$76,725
Percent Difference - School Site and District	N/A	N/A	80.4	-18.1
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	5.1	-7.5

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

## Types of Services Funded (Fiscal Year 2019-2020)

Programs available to support and assist students are Title I, Title II, 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.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,800	\$44,318
Mid-Range Teacher Salary	\$77,040	\$67,053
Highest Teacher Salary	\$92,905	\$90,163
Average Principal Salary (Elementary)	\$120,542	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$115,131	\$114,214
Superintendent Salary	\$167,445	\$141,066
Percent of Budget for Teacher Salaries	29.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	1	N/A
Mathematics	1	N/A
Science	1	N/A
All courses	3	14.4

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	45	45	45

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.