

# Educational Training Center

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Educational Training Center
<b>Street</b>	1600 Washington Street
<b>City, State, Zip</b>	Needles, CA 92363
<b>Phone Number</b>	(760) 326-2092
<b>Principal</b>	Amy Avila
<b>E-mail Address</b>	<a href="mailto:amy_avila@needlesusd.org">amy_avila@needlesusd.org</a>
<b>Web Site</b>	<a href="http://needlesusd.org">needlesusd.org</a>
<b>CDS Code</b>	36-67801-3630266

<b>District Contact Information</b>	
<b>District Name</b>	Needles Unified School District
<b>Phone Number</b>	(760) 326-3891
<b>Superintendent</b>	Dr. Mary McNeil
<b>E-mail Address</b>	mary_mcneil@needlesusd.org
<b>Web Site</b>	www.needlesusd.org

### School Description and Mission Statement (School Year 2016-17)

#### Principal 's Message

The Educational Training Center is located in the city of Needles, on the grounds of Needles High School. Each student works at their own computer throughout the school day. Each student enrolled is able to recover credit lost from prior years, while working on current classes to graduate. Each student has the flexibility to work at their own pace. One teacher is available during the school day to help answer questions the students may have.

#### School Mission Statement

Our mission at the Educational Training Center is to allow each student every opportunity for success. This is accomplished by providing educational opportunities to nurture self-pride and respect through quality education and high expectations. Our low student-to-adult ratio creates an atmosphere of continual and ongoing interaction with, and support from , a responsible and caring school community.

The staff at Educational Training Center is committed to providing a learning environment which will enable all students to reach their full potential. Special incentive programs are in place to promote academic achievement and social skills. Our students are encouraged to reach their full potential supported by an environment that promotes strong character and high academic achievement. Schoolwide norms guide everyone's behavior on campus including adults. They include respecting each other, being positive, listening to understand, being committed to high standards, and keeping timelines.

Our staff is committed to raising student achievement through the usage of this motto, and we have implemented Professional Learning Communities where the teachers collaborate, develop common assessments, pacing guides, and have common planning time. This gives each department time to meet, and meet the needs of every student.

As principal, I am committed to raising student achievement through meeting with the teachers during their Professional Learning Community time, meeting with departments, and meeting with each staff member after each benchmark assessment to see how the teacher could better implement their teaching strategies. The mission of the Needles Unified School District is to provide a free and appropriate education enabling all students to be successfully prepared to be productive members of society. Our core values reflect that "All Students Will Learn" and "Education First"

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	1
<b>Grade 11</b>	6
<b>Grade 12</b>	3
<b>Total Enrollment</b>	10

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	30
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	0
White	30
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	0
Students with Disabilities	30
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1	1	51
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** September, 2016

Needles Unified School District held a public hearing Sept. 13, 2016, and determined each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, have access to their own textbooks 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 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	APEX Online Learning Program	Yes	0
<b>Mathematics</b>	APEX Online Learning Program	Yes	0
<b>Science</b>	APEX Online Learning Program	Yes	0
<b>History-Social Science</b>	APEX Online Learning Program	Yes	0
<b>Foreign Language</b>	APEX Online Learning Program		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

This program was moved to the Needles High School campus in the 2009-10 school year.

In the early 1920s, a high school was built at the present site in Needles known then as Kilarney Heights. The first building was completed in 1923 and housed all classes and administration. The following 10 years brought music and arts departments, followed by the gymnasium, and home economics and commercial sections as well as landscaping and the athletic field. In October of 1933, the library was opened and the first school bus to transport the athletic teams was purchased; 1934 was the dedication of tennis courts; in 1936, the auditorium was completed; and in 1937 the practical arts building was constructed.

Many improvements have been made to the high school over the years with major renovations to the classrooms and office buildings completed in 2001.

The last major renovation was completed in January of 2007. The gym, locker rooms, and team rooms were completely renovated. The football stadium received new bleachers and restrooms.

Cleaning Schedule: The District governing board 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. The principal works daily with the custodial staff to develop cleaning schedules to maintain a clean and safe school.

Maintenance and Repair: District maintenance staff members perform the repairs necessary to keep the school in good repair and working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority daily basis and emergencies are handled immediately.

Cleanliness and Adequacy of School Facilities: Students are encouraged to have pride in their school and keep the campus clean. Classrooms, office areas, cafeteria, restrooms, and field areas are cleaned on a regular basis. Student rest rooms are spot checked throughout the day and maintained with adequate supplies of soap and paper supplies.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: September, 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	--	--	31	27	44	48
Mathematics	--	--	21	20	34	36

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	--	--	--	--
Male	11	--	--	--	--
Female	11	--	--	--	--
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: 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 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	--	--	--	--
Male	11	--	--	--	--
Female	11	--	--	--	--
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: 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 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.

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 Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	40	40	46	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2015-16)**

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	75
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to be an integral part of the educational program. We work diligently to increase the relationships between school and parents/community. Remind.com and Blackboard (parent calling system) are used to inform parents of special events and happenings at ETC.

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	21.50	23.00	15.30	21.50	23.00	15.30	11.40	11.50	10.70
Graduation Rate	74.68	77.03	84.75	74.68	77.03	84.75	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	100	100	86
Black or African American	0	0	78
American Indian or Alaska Native	0	100	78
Asian	0	100	93
Filipino	0	0	93
Hispanic or Latino	0	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	97	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	0	0	54
Students with Disabilities	0	100	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.3	0.0	0.0	4.6	3.7	4.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.9	0.0	0.5	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, 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 August 2016.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

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

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	4			1	6			20	1		
Mathematics	2	4			2	2			20	1		
Science	2	2							20	1		
Social Science	5	2			2	2			20	1		

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.05	18:1
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.01	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,633	0	\$4,633	82731
District	N/A	N/A	\$3479	\$69,038
Percent Difference: School Site and District	N/A	N/A	33.2	19.8
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-18.4	36.3

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

**Types of Services Funded (Fiscal Year 2015-16)**

Title I  
 Title II  
 Special Education

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,391	\$40,430
Mid-Range Teacher Salary	\$69,103	\$58,909
Highest Teacher Salary	\$82,731	\$77,358
Average Principal Salary (Elementary)	\$96,654	\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)	\$96,146	\$100,453
Superintendent Salary	\$148,526	\$123,728
Percent of Budget for Teacher Salaries	26%	32%
Percent of Budget for Administrative Salaries	6%	6%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

## **Professional Development (Most Recent Three Years)**

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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 26 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 which increase student learning. Professional development is a part of every principals 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 year of teaching with research-based coaching programs. Each beginning teacher receives expert help from an experienced Support Provider.