National City Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	National City Middle School
Street	1701 D Avenue
City, State, Zip	National City, Ca, 91950-4535
Phone Number	619-336-2600
Principal	Jose Luis Vargas
Email Address	jose.vargasjr@sweetwaterschools.org
School Website	ncm.sweetwaterschools.org
County-District-School (CDS) Code	37684116059794

2023-24 District Contact Information

District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D.
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org

2023-24 School Description and Mission Statement

National City Middle School (NCM) is a community school that educates approximately 700 7th and 8th graders. Named a California Distinguished School in 1996 Golden Bell award-winner in 1998 and 2003 and a National Center for Urban School Transformation Award winner 2012 and is ranked 7 out of 10 in state ranking and 10 out of 10 in similar school. Currently employs a credentialed staff of 32 full-time teachers.

Our staff is committed to implementing Common Core State Standards with high expectations on career and college readiness preparation. In addition, we have a strong focus on comprehensive intervention programs before & after school that put academics first. Allowing teachers to extend learning opportunities for targeted students. NCM's Intervention Program services between 150-200 students on a daily basis.

Language Development classes and SDAIE (sheltered) instruction supports all stages of language acquisition. Our English Learners program was recognized as one of 15 exemplary programs in California. Currently, our student population consist of seventy-five percent of our students speak a language other than English at home.

Students in the Sweetwater Union High School District are expected to master Common Core State Standards and completing all A-G requirements while preparing them to meet the challenges of the 21st century

Vision and Mission Statement

Vision:

At NCM, we change lives and encourage our youth to develop a confident vision for a better tomorrow through education.

Mission:

As a nurturing environment with a historically rich culture, NCM's mission is to inspire, encourage, engage and empower students to self-advocate their development to become constructive, productive citizens in a global community by cultivating a:

2023-24 School Description and Mission Statement

Learning experience that is rich and relevant based on a foundation of school-wide literacy, instructional strategies and collaboration

Nurturing, safe environment that acknowledges and praises overcoming adversity and embracing challenges

Growth mindset culture focused on multiple opportunities to achieve mastery through self-reflection and self-monitoring of learning

Transformative school culture based on each participant's strengths and achievements

Strong partnership among students, staff, parents, community and educational partners creating a foundation for life skills and career/college preparation

Commitment to the Kingsmen Code: Perseverance, Respect, Integrity, Drive and Enthusiasm fostering responsible community members and personal resiliency

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	348
Grade 8	350
Total Enrollment	698

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.4%
American Indian or Alaska Native	0.3%
Asian	0.6%
Black or African American	0.6%
Filipino	5.9%
Hispanic or Latino	82.5%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1%
White	8%
English Learners	32.7%
Homeless	1%
Socioeconomically Disadvantaged	93.4%
Students with Disabilities	13.6%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	65.32	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.33	57.40	3.48	12115.80	4.41
Unknown	10.40	34.32	443.50	26.88	18854.30	6.86
Total Teaching Positions	30.30	100.00	1649.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	81.63	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	1.41	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	56.80	3.36	11953.10	4.28
Unknown	4.80	16.96	151.70	8.98	15831.90	5.67
Total Teaching Positions	28.30	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0.0

	consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http:// curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math I (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http:// curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.opsc.dgs.ca.gov/.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment

Age of School Buildings
The school has an administration building, an auditorium, 30 classrooms and a library. The main campus was built in 1929. Additions were constructed in 1937, 1938, 1939, 1944, 1950, 1951, 1953, 1962, 1968, 1980, 1988 and 1999. Three portable classrooms were constructed in 1988 and 1999. Thirty-one permanent classrooms have been constructed. The district has no record of the number of classrooms when National City Middle School was originally built.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and 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 and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	05/16/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			2.HVAC in AP offices too strong 3.damaged wall boards. 7. Exposed phone line hub by work room 14. Surface cracks on concrete outside 15. Edged windows and damaged window panes. Rusted HVAC vents. 15. Exterior of door paint mismatched, Rusted HVAC vents. 5. Floor has visible top coat damage. 9. 2 loose water faucets on water stations. 15. Exterior of door paint mismatched,
Interior: Interior Surfaces			X	4 patchwork carpets in check-out area; torn sofas; multiple book shelves bottom corners/baseboards damaged and edged; 6.termines in textbook room; gray ceiling lose wire by data port above library tech area; ; lose wire in librarian's office north/west corner 14. bent railing on steps by south exit; damaged down spout outside of office and rusted rain gutter15. window between librarian and checkout area very lose almost falling etching on window in librarian's office ; 4. Wall under sink damaged. Mismatch paint where old dispenser was. Damaged floor around base of toilet . Loose roof tiles in walkway to 107 missing baseboards in the hallway. Missing trim on wallboards. Therapist office paint peeling. inactive wires in offices and damaged countertop in speech therapist office. 14. concrete on entrance edged and cracked. 15. edged windows. 4. Damaged baseboards and

			mismatched baseboards. Countertop in west counselor office is swelling. Damaged wall panel in front of secretary Mismatched and craked tiles in general entrance area. 7. PA speaker too loud and covered with tape10. Expired fire extinguisher. 14. surface cracked concrete outside entrance. 4. cracked floor tiles. Westside cabinets paint peeling. 7. Loose Ethernet cable across back of room Missing cover plate on outlet on back wall. Teacher desk using extension for power from another wall. 15. Door panel edged on the inside, Missing door backstop. 4. crack in wall inside office, west wall. 6. Termite damage on trim around door. 7. Loose wires around office that seem inactive. Missing cover plates on southeast boxes. Loose wires on south wall. stained ceiling tiles, Gap between ceiling and brick in office area.9. Loose water fountain spigot by bleachers 15. Replace rusted garage door bottom plate. 2. Broken plastic guard in south warmer station in serving area. Broken Cooling equipment in serving area. 4. Damaged ceiling tiles in the serving area. Rusted air vents 5. Dirty light fixtures by ventilation. 9. Sink by Hood system boxes too small and causes spills. 15. South warmer doors not working properly, intake screens rusted; southeast corner ceiling has water damage;exterior wall paint damaged 7.power strips and technology cables on floor;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Termite in textbook room, Termite damage on trim around door.
Electrical		X	Fridge connected to power strip, Ethernet cord blocking door to electrical room door, wire modling for middle desk power and loose wires long walls leading to back main desk.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Drain tub dirty and pipes leaking rust.Hand dryers rusted. Peeling paint on stalls. broken tile on barrier wall as you walk in. grime on mirrors. Missing exhaust vent. rusted sinks, Rust in water fixtures under sink. 15. paint on door damaged. Ceiling paint peiling west side of restroom area.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X	Mismatched paint on south wall, Leak where drywall meets brick by entrance.14. Repaint sitting areas by trees. Gap where sliding wall meets drywall. Back wall needs repainting. Dirt patches in grass area. Rusted Roof drain end outside classroom. 4. Wall under computer area damaged. Rusted HVAC vents. Stained tile by windows.14. Rusted banner guards and rusted rail bases on steps outside classroom. East wall dirty. Northeast wall by paint damaged. Drainage issues in the main field. Water soaks west half of the main field during rains 14. Dirt patches in main field. Trench in track from water erosion. Paint in handball courts stained with rust, rusty chain link barrier. Paint peeling on exercise equipment, Missing roof access

School Facility Conditions and Planned Improvements

				doors at offices and at restrooms. Damaged baseboards on stage. 9. Low pressure on water fountain by restrooms. 14. Broken concrete on north entrance inside campus. Uneven pavers in streetside entrance. Cracked stucco around building at west and and south entrances.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	38	50	48	47	46
Mathematics (grades 3-8 and 11)	20	20	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	705	679	96.31	3.69	38.40
Female	338	327	96.75	3.25	45.26
Male	366	351	95.90	4.10	31.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	43	42	97.67	2.33	64.29
Hispanic or Latino	578	555	96.02	3.98	35.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	50.00
White	56	55	98.21	1.79	36.36
English Learners	219	201	91.78	8.22	3.98
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	647	627	96.91	3.09	38.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	92	97.87	2.13	8.70

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	706	697	98.73	1.27	19.51
Female	338	334	98.82	1.18	20.36
Male	367	362	98.64	1.36	18.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	43	43	100.00	0.00	55.81
Hispanic or Latino	578	570	98.62	1.38	15.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	58.33
White	56	56	100.00	0.00	16.07
English Learners	219	215	98.17	1.83	2.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	647	638	98.61	1.39	18.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	93	98.94	1.06	3.23

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.02	12.39	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	351	345	98.29	1.71	13.04
Female	165	161	97.58	2.42	15.53
Male	185	183	98.92	1.08	10.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	30.43
Hispanic or Latino	284	278	97.89	2.11	11.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	13.33
English Learners	103	101	98.06	1.94	1.98
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	340	334	98.24	1.76	13.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	53	98.15	1.85	5.66

B. Pupil Outcomes	State Priority: Other 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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	94%	94%	93%	96%

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.

2023-24 Opportunities for Parental Involvement

Helping our parents feel empowered to take an active role on campus or to monitor their child's academic program is a priority. Monthly parenting classes held on our campus (virtual) and a yearly Parent Involvement Day encourage our community to feel comfortable at our school. While also offering parents the opportunity to be parent of various committees such as such as our Title I, English Learner, School Site Council and ELAC Committee. We also offer valuable resources to parents via the Parent Institute lead by Mr. Hector Meza who work in conjunction with our other local schools to unite the community in school involvement and student learning.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	768	754	136	18.0
Female	376	367	66	18.0
Male	391	386	70	18.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	4	4	1	25.0
Black or African American	10	6	2	33.3
Filipino	47	45	3	6.7
Hispanic or Latino	627	620	113	18.2
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	11	10	2	20.0
White	58	58	14	24.1
English Learners	277	271	53	19.6
Foster Youth	1	0	0	0.0
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	701	695	127	18.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	97	21	21.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.14	7.42	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.39	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.42	0.39
Female	6.38	0
Male	8.44	0.77
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	4.26	0
Hispanic or Latino	7.66	0.16
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	8.62	0
English Learners	8.66	0.36
Foster Youth	0	0
Homeless	15.38	0
Socioeconomically Disadvantaged	7.56	0.43
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.03	0

2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the school safety plan:

- Develop Site Safety Binder (to be distributed to all school staff)

- Comply with 3 in 1 safety drills

- Train all staff on emergency procedures during 3-day in-service or during the school year's first staff meeting

- Assessment of current crime in school.

- Identify strategies and programs that provide safety on campus

- Identify and assess current resources to maintain overall safety levels on campus

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	38	9	8	12
Mathematics	27	6	10	11
Science	28	6	10	10
Social Science	30	3	8	13

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	8	11
Mathematics	29	4	11	9
Science	31	3	5	14
Social Science	31	3	3	16

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	26	9	9	10
Mathematics	29	4	8	12
Science	27	4	20	2
Social Science	29	4	8	12

2022-23 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	349

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7879.93	608.13	7271.80	87,617.00
District	N/A	N/A	9754.53	$91,566
Percent Difference - School Site and District	N/A	N/A	-29.2	-1.1
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	-14.9	-5.1

Fiscal Year 2022-23 Types of Services Funded

General Operations - services, materials, and support to the general education program

Gifted and Talented - specialized learning assistance in differentiated instruction for students with great ability, achievement, or potential

Special projects - monies from agencies (e.g., federal, state) earmarked for specific services

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,003	$57,234
Mid-Range Teacher Salary	$82,293	$95,467
Highest Teacher Salary	$107,730	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$157,167	$153,476
Average Principal Salary (High)	$167,100	$173,198
Superintendent Salary	$260,000	$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

Professional Development

National City Middle School staff participated in the following staff development (non-instructional) days:

SUHSD Professional Development 2
Expository Reading & Writing Curriculum 3
Structured English Immersion   2
Expository Reading & Writing Curriculum   3
SLT   1 per/quarter for FAC members and Curriculum Specialists
CA Mathematics Council Conference   2
ELD & Read 180 Cohort Meetings   2
VAPA   1
Autism Training   1
Achieve 3000   2
Superintendents Forum   1
Math CPM training   1
Illuminate Training 2
iPad initiative training   2
Restorative Practice Training 1
AVID   4

NCM is committed to promoting school improvement by ensuring that staff members receive quality staff development. Content area resource teachers receive time to plan common course curriculum, review pacing guides, prepare data on common formative and summative assessments and create rigorous standards-based assessments. One day per week, students have a minimum day while teachers participate in professional growth and school planning activities consisting of analysis of common formative and summative assessments, selection of appropriate instructional interventions to assist students in mastery of the content area objectives, team planning sessions, grade alike and department meetings.

Once per quarter each department has a two-day pullout were they focus on curriculum development. Site Curriculum Specialist team members assist with the understanding and implementation of Common Core standards and the development of UBD units with Common Core rigor and classroom instructional strategies with English, mathematics, social science and science teachers. Additionally, the District's TOSA team provides school-wide staff development in the areas of Daily Learning Targets and Academic Language Development.

NCM Curriculum Development - Pull Out Days

Professional Development

Curriculum Development / Pull Outs   9 per course

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3