

National City Middle

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	National City Middle
Street	1701 D Ave.
City, State, Zip	National City, Ca, 91950-4535
Phone Number	619-336-2600
Principal	Juan Gonzalez
E-mail Address	juan.gonzalez3@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/
CDS Code	37684116059794

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2017-18)

National City Middle School (NCM) is a community school that educates approximately 882 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:

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	409
Grade 8	398
Total Enrollment	807

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	0.1
Filipino	7.2
Hispanic or Latino	89.2
Native Hawaiian or Pacific Islander	0
White	1.2
Two or More Races	1.4
Socioeconomically Disadvantaged	90.6
English Learners	33.6
Students with Disabilities	11.4
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	39	40	
Without Full Credential	4	2	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. Middle school texts were selected from the state adopted list. 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 2006-07. Middle school texts were selected from the state adopted list. 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. Middle school texts were selected from the state adopted list. 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 2004-05. Middle school texts were selected from the state adopted list. 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 2005-06. Middle school texts were selected from the state adopted list. 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: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Not applicable for middle schools.		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization, expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Light ballast, tile ceiling, outside lights borken. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	43	53	53	48	48
Mathematics (grades 3-8 and 11)	21	24	31	32	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	837	792	94.62	42.8
Male	419	396	94.51	36.62
Female	418	396	94.74	48.99
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	64	57	89.06	57.89
Hispanic or Latino	741	703	94.87	41.54
White	11	11	100	36.36
Two or More Races	12	12	100	50
Socioeconomically Disadvantaged	764	722	94.5	41.27
English Learners	606	572	94.39	37.06
Students with Disabilities	106	103	97.17	14.56
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	837	805	96.18	24.28
Male	419	398	94.99	22.61
Female	418	407	97.37	25.93
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	64	62	96.88	46.77
Hispanic or Latino	741	712	96.09	22.68
White	11	11	100	27.27
Two or More Races	12	11	91.67	9.09
Socioeconomically Disadvantaged	764	734	96.07	23.91
English Learners	606	582	96.04	21.21
Students with Disabilities	106	103	97.17	5.83
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	53	37	53	49	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	29.4	19.2	34.4

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 State priority: Parental Involvement (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 2017-18)

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 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 Dr. Beatriz Villareal who work in conjunction with our other local schools to unite the community in school involvement and student learning.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	12.3	7.4	7.4	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	76

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	24	18	14	9	26	12	20	9	26	14	8	12
Mathematics	30	3	13	10	29	2	17	9	28	6	13	10
Science	27	7	8	13	27	7	15	8	31	1	11	14
Social Science	30	3	10	12	30	2	14	10	31	1	10	14

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	337.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	0.0	N/A
Other	0.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$83,046
Percent Difference: School Site and District	N/A	N/A	169.5	
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

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

Gifted and Talented - specialized learning assistance in differentiated instruction for students w ith great ability, achivement, or potential

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

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

SUHSD Professional Development

- 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
- iPad initiative training 2
- AVID 4

NCMS 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 three-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 DW AST team provides school-wide staff development in the areas of Daily Learning Targets and Academic Language Development.

NCM Curriculum Development - Pull Out Days

Curriculum Development / Pull Outs 9 per course