NU Tech High School
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)

School Contact Information	
School Name	NU Tech High School
Street	11761 Ridge Rd.
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 477-1225
Principal	Michael Hughes
E-mail Address	mhughes@njuhsd.com
Web Site	www.njuhsd.com
CDS Code	29-66357-2930089

District Contact Information	
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dr. Louise Johnson
E-mail Address	djzeisler@njuhsd.com
Web Site	www.njuhsd.com

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

Mission Statement To provide learning experiences for our students that will empower them to graduate and transition successfully to life after high school. SLO 1. Students will graduate with their cohort group. 2. Student will successfully complete a standards-based curriculum 3. Students will develop as well as demonstrate self-discipline and responsibility by completing individual educational goals. 4. Students will develop appropriate employability skills 5. Students will begin to develop a plan for their future that incorporates post secondary education/career planning and personal life goals.

School Description NU Tech High School is a small continuation high school located on the campus of Nevada Union High School. The school serves juniors and senior who are in danger of not graduating with their class, those students who need to accelerate their graduation date and those who simply desire a smaller, personal, academic environment. There is a strong commitment to provide vocational experiences for the students. All students are enrolled in either in the Regional Occupation Program or Exploratory Work Experience Education. The school was recently granted a six year WASC accreditation on June 30, 2015. We currently revamping our Mission Statement and Expected Student Learning Results (ESLRS). The following is our current draft of those items.

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

Grade Level	Number of Students
Grade 11	10
Grade 12	34
Total Enrollment	44

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	4.5
Asian	0
Filipino	0
Hispanic or Latino	2.3
Native Hawaiian or Pacific Islander	0
White	90.9
Two or More Races	2.3
Socioeconomically Disadvantaged	47.7
English Learners	0
Students with Disabilities	4.5
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	2	2	2	134.4
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	13.8

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
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	98.6	1.4

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: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
History-Social Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Foreign Language	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Health	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Students use state-adopted, standards-aligned texts and instructional materials.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

NU Tech is supported by the Nevada Union's campus maintenance and custodial staff. The two classrooms where NU Tech is located is kept clean and in good repair. NU Tech was painted in 2005 and the bathrooms that the school uses were remodeled and are ADA compliant. The flooring was replaced in 2008.

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: December 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A-wing HVAC unit will need new bearings.
Interior: Interior Surfaces		X		West gym will need paint on interior walls. Some carpeting in band/choir room will be replaced. Some building in G-wing will need new siding.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Some roofing will need replacement in C-Wing.
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 2015				
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	40		61	68	44	48
Mathematics	0		34	41	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	14	12	85.7	
Male	11	--	--	--	--
Female	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
White	11	13	11	84.6	
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	14	11	78.6	
Male	11	--	--	--	--
Female	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
White	11	13	10	76.9	
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)									

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)

All of NU Tech students are required to be enrolled in a CTE course or Exploratory Work Experience Education (WEE). WEE and CTE is offered through Nevada Joint Union High School District. The majority of the ROP classes have been articulated and sequenced with Sierra College. Some of the courses have also been cleared through UC/CSU A-F requirements.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	29
% of pupils completing a CTE program and earning a high school diploma	17
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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	34.78
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 involved from the beginning of a student's enrollment at NU Tech High School. All students must have a parent present (unless there are extenuating circumstances) when enrolling in NU Tech. Parents are encouraged to communicate with staff by phone or email. Staff calls to home occur often, especially if there is a concern. Student progress is checked every three weeks. If a student is behind at the three week progress check parents are notified. Attendance is monitored, parents are notified of habitual tardies and absences. At semester end, transcripts with grades are mailed to parents. Weekly progress reports are available upon request and are done either electronically or hard copy. Parents may schedule a conference at anytime, staff schedules conferences usually due to concerns regarding student success in the NU Tech program. Parents are encouraged to become part of the NU Tech Site Council.

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	4.80	6.00	4.80	4.80	6.00	4.80	11.40	11.50	10.70
Graduation Rate	90.81	87.71	89.63	90.81	87.71	89.63	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	85	86
Black or African American	0	75	78
American Indian or Alaska Native	0	71	78
Asian	0	58	93
Filipino	0	100	93
Hispanic or Latino	50	81	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	86	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	100	53	66
English Learners	0	18	54
Students with Disabilities	93	77	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	8.0	3.2	1.6	12.0	8.6	7.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.8	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

NU Tech is located on the Nevada Union campus and as such is involved with all safety procedures and services that the campus provides. The District has a comprehensive safety plan. NU Tech participates in all of the campus safety drills. NU Tech has access to all security personnel as well as the campus school resource officer. Drug diversion programs and crisis counseling programs are available to NU Tech students.

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		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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	6	6			10	5			20	2		
Mathematics	11	3			10	3			20	2		
Science	2	3			1	3			20	2		
Social Science					6	6			20	2		

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	0.10	450
Counselor (Social/Behavioral or Career Development)	0.05	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	0.10	N/A
Social Worker	N/A	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0.10	N/A
Resource Specialist	N/A	N/A
Other	N/A	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	$5,627	$42	$5,585	$77,693
District	N/A	N/A	$7,996	$67,184
Percent Difference: School Site and District	N/A	N/A	-30.2	15.6
State	N/A	N/A	$5,677	$75,859
Percent Difference: School Site and State	N/A	N/A	-1.6	2.4

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

Types of Services Funded (Fiscal Year 2015-16)

NU Tech High School offers various supplemental services to students:

- Career Technical Education program provides a variety of programs in woodshop, agriculture, engineering, and culinary. This program offer students career-related experience and the opportunity to participate in career- oriented competitions, student leadership organizations and job shadowing. The Regional Occupational Program is an integral part of this program.
- Economic Impact Aid funding provides instructional support for English Language Learners (ELL) in the classroom and after school.
- STARS program which includes group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies.
- Anti-bullying program implemented in the 2012/13 school year.
- Work Experience Program
- Exploratory Work Experience Education (WEE)
- Guest speakers - colleges, banks, Health Department, auto insurance agents

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,650	$45,265
Mid-Range Teacher Salary	$64,739	$72,281
Highest Teacher Salary	$82,693	$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$117,830	$127,317
Superintendent Salary	$145,550	$168,625
Percent of Budget for Teacher Salaries	33%	34%
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)

NU Tech staff is included in all of the Nevada Joint Union High School District professional development activities including workshops on Common Core implementation and PBIS (Positive Behavior Interventions and Supports). Professional development funding sources are used to extend opportunities for interested teachers.