

Nevada Union 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	Nevada Union High School
Street	11761 Ridge Rd.
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 273-4431
Principal	Kelly Rhoden
E-mail Address	krhoden@njuhsd.com
Web Site	http://nevadaunion.njuhsd.com/
CDS Code	29-66357-2935500

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

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

Mission Statement: Nevada Union High School is defined by our excellence, our vibrant community, and the achievements of our graduates.

School Description: Nevada Union High School (NU) serves students in ninth through twelfth grade and is located in the Sierra Nevada foothills northeast of California's capital, Sacramento. Situated between Nevada City and Grass Valley, the school serves those two incorporated cities and a large surrounding community that includes the areas of North San Juan, Penn Valley, Rough and Ready, Lake Wildwood, and Alta Sierra. The Nevada Union High School District covers a large geographic area with some students bussed in from as far as 45 miles away. Nevada Union High School opened in 1961 and was named a California Distinguished School in 1997, 2008 and 2013; and in 1998 the school was recognized as a National Blue Ribbon High School.

The school boasts an array of program offerings for its students. There are currently three small learning communities on campus - Humanities, Partnership, and Green Academies, which serve roughly 650 of the 1574 students at the school. We are also fortunate to offer full Culinary Arts, Performing Arts (drama, dance, band, choir), Visual Arts (drawing & painting, clay, photography), Agriculture & FFA, Woodworking, Automotive and Ag Mechanics programs; as well as course offerings in Sports Medicine, STE(A)M/Project Lead the Way, Horticulture, Advanced Physics, and plethora of AP course offerings. In addition, the school has a storied history of excellence in its athletic programs and currently offers 25 different sports throughout the school year.

Current school goals focus on improving the quality and consistency of instruction, assessment, engagement, and intervention to increase student achievement through the development of high functioning Professional Learning Community (PLC) teams, improving communication among all stakeholders, continuing to build and enhance pathways and CTE offerings and internships, improving the culture and climate of the school, and updating the school's Mission and Vision statements, and the Schoolwide Learner Outcomes to drive decision making that focuses on student achievement.

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

Grade Level	Number of Students
Grade 9	460
Grade 10	423
Grade 11	396
Grade 12	374
Total Enrollment	1,653

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.2
Asian	1.7
Filipino	0.4
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0.2
White	83.3
Two or More Races	2.5
Socioeconomically Disadvantaged	36.1
English Learners	2.5
Students with Disabilities	14.8
Foster Youth	0.4

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	83	83.6	83	134.4
Without Full Credential	1	1	5	7
Teaching Outside Subject Area of Competence (with full credential)	7	3.6	4.8	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	1

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	97.2	2.8
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: November 2016

The 2011/2012 textbook adoption included AP Environmental Science. We do anticipate adding addition texts as Common Core Standards are implemented.

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	Students use state-adopted, standards-aligned texts and instructional materials.	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)

The safety and security of the campus is of foremost importance to the climate and culture at Nevada Union. NU's Safe School Plan was completed in collaboration with the Nevada County Sheriff's Department and emergency services in Nevada County. Through the district STARS program the school provides a drug diversion program. The Nevada County Sheriff's Department was enlisted to combat the issue and assigned a full-time, on-site campus School Resource Officer. Security and the administration also utilize walkie-talkies and security cameras. We have organized a safety committee to work on issues that could affect the educational environment. Additionally, the safety plan has been revised to include a broader range of potential emergency issues and how to deal with them. To assist with all of the safety issues on campus, we are working to update and improve the video surveillance system. Additionally in the 2009-2010 and again in the 2015-16 school year 20 + faculty members and students received CERT (Community Emergency Response Team) training and certification. Custodial and maintenance staff members do an incredible job of keeping our campus clean. Student government continues to encourage students to pick up their trash, and two of our teachers sponsor recycling programs for paper, bottles and cans. Lockers provide students with a place to store their books and supplies. Our locker rooms are clean and safe for student use during physical education classes, athletic practices and during games.

A 2002 school bond provided \$8.7M in monies to provide many modernization projects for the campus. Phase 1 projects included upgrades to several wings of the campus, a remodeling of the West Gym, Ali Gym and weight room, as well as projects related to ADA compliance and HVAC upgrades. Projects for the 2006/2007 school year included an upgraded dance studio and structural upgrades. Projects for the 2007/2008 school year included an upgrade to the school cafeteria and Black Box Theater. The final year included the modernization to the front of the school and J-Wing upgrades. This past summer, June 2014, time was spent on upgrading the theater with new rigging and lighting. Currently, in December of 2016 a school bond of \$47M in monies will provide additional modernization upgrades to our gas, sewer, and water lines, roofing, painting of facilities, upgrades for ADA compliance in the theater, security camera repairs and upgrades, as well as other facility needs that come with the age of our school. All projects will be prioritized through board approval and consultation with the bond over site committee in looking at the district modernization plan.

The maintenance and cleanliness of our facilities at Nevada Union High School provide a welcoming environment for all students, staff members, and community members that use our facilities on a daily basis. We are continuously evaluating our facilities in order to maintain a safe environment for the entire school community. Our Facility Inspection Tool (FIT) was completed on December 30, 2016, in order to make sure Nevada Union High School is up to date, finding a few areas that need repair. We are currently working on these upgrades as we are repairing drainage issues with the heavy storms that have come through our area, building retaining walls to help with some minor erosion, in the summer of 2016 we upgraded lighting to become more energy efficient, upgraded the flooring in the library, and in 2015 we paved a parking lot in front of the wrestling gym. Additionally, the school site is annually inspected by the Fire Marshall and our Director of Maintenance and Operations. This inspection report was completed on December 8, 2016, and found the school site in good standing showing that we are dedicated to fire safety and maintaining a safe campus. Overall, our facilities are in good standing and are kept clean and inviting to the public.

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 2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	68	61	68	44	48
Mathematics	30	45	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	370	338	91.3	68.3
Male	11	198	188	95.0	63.8
Female	11	172	150	87.2	74.0
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	11	--	--	--	--
Hispanic or Latino	11	29	25	86.2	52.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	319	292	91.5	69.5
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	124	112	90.3	58.9
English Learners	11	--	--	--	--
Students with Disabilities	11	57	48	84.2	25.0
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	370	338	91.3	44.5
Male	11	198	188	95.0	42.8
Female	11	172	150	87.2	46.7
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	29	25	86.2	44.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	319	292	91.5	45.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	124	112	90.3	30.4
English Learners	11	--	--	--	--
Students with Disabilities	11	57	48	84.2	4.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
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)	65	63	58	65	61	61	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	391	369	94.4	58.0
Male	211	206	97.6	56.3
Female	180	163	90.6	60.1
Hispanic or Latino	39	36	92.3	41.7
White	324	309	95.4	60.5
Two or More Races	11	9	81.8	44.4
Socioeconomically Disadvantaged	145	132	91.0	43.9
Students with Disabilities	56	52	92.9	30.8

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)

Nevada Union High School offers a sequence of courses in the following Career Technical Education (CTE) Pathways:

- Agricultural Mechanics, Agriscience, Forestry and Natural Resources
- STE(A)M
- Wood Products Development
- Architectural and Structural Engineering
- Sports Medicine
- Automotive
- Culinary Arts

A program sequence typically has three parts: 1) a foundation course, 2) one or more intermediate courses, and 3) a capstone course. Classes may be eligible for college credit through the district's articulation with community colleges. Courses also meet the "a-g" college entrance requirements for preparation into the UC and/or CSU system. A coherent sequence allows students to move through courses in an organized manner to facilitate student mastery of standards and sometimes provides opportunities to earn industry certifications. We have applied and received a "Green Academy" grant that includes the development of classes in the Environmental Resources pathway. The second phase of the SSP grant was implemented last year and a complete industry pathway is still being developed.

These courses are supported by the district and are integrated into the school's master schedule. With the new state standards and a focus on College and Career Readiness skills, these program retain the traction that has been provided by the school community. We have transitioned from the support of our neighboring county's ROP program (Placer) to absorb the course offerings that we have been allotted in years past. Access for special needs populations is facilitated through the use of instructional aides and peer tutors, and supported overall by a strong Transitional/Workability Program housed on site.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	484
% 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	96.19
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	32.8

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
9	16.1	23.7	46.3

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 actively involved in numerous committees surrounding the campus and provide invaluable support for our extracurricular activities. There are two major groups that function as general support to the educational program. NU Connections is a boosters' group that aims to link the home to school, specifically for families of poverty. The Nevada Union Parent Club (NUPC) aims to raise funds for the classroom, support teacher wish lists, and demonstrate staff appreciation. Additionally, NUPC provides a monthly newsletter to parents and hosts a well-attended parent meeting once a month. The goal of this meeting is to keep parents INformed, INspired and INVolved (or, All In). The monthly meeting includes a monthly report from the administration. Parents also serve on our School Site Council, our Agriculture Advisory Committee, STE(A)M Advisory Committee, CTE Advisory Committee, English Learner Advisory Committee, and support the various boosters clubs on campus (band, choir, basketball, football, Ag, dance, etc.). Parents were actively involved in the development of the school's WASC report during the 2016-17 school year. Parents are also encouraged to sign up for a "Lunch Walk" with the principal. These are walking tours of the campus and classrooms during lunch twice a week. In January, 2014, parents participated in a District Education Summit facilitated by Superintendent Louise Johnson. Their input helped to build a vision and mission for the district, and the District Parent Advisory Committee continues to meet to track and give input into the district's LCAP. Parent are also encouraged to participate in the Parent School Climate Survey on a yearly basis.

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	0.60	0.70	0.90	4.80	6.00	4.80	11.40	11.50	10.70
Graduation Rate	95.69	94.83	94.84	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	79	85	86
Black or African American	50	75	78
American Indian or Alaska Native	40	71	78
Asian	50	58	93
Filipino	100	100	93
Hispanic or Latino	74	81	83
Native Hawaiian/Pacific Islander	100	100	85
White	82	86	91
Two or More Races	73	86	89
Socioeconomically Disadvantaged	39	53	66
English Learners	13	18	54
Students with Disabilities	75	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	9.3	6.9	6.3	12.0	8.6	7.5	4.4	3.8	3.7
Expulsions	0.5	0.2	0.0	0.8	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Nevada Union’s school safety plan includes procedures for fire drills, lockdowns, and other natural disasters. The document is reviewed and revised annually and approved in February/March by the School Site Council and the District Board of Trustees. Safety procedures are reviewed with students and staff twice a year during our Fall and Spring Safety Weeks, when we also execute safety drills. Two assistant principals are responsible for student safety, discipline and attendance and a Nevada County Sheriff’s Department School Resource Officer (SRO) is on duty four days a week during school hours. Three full time security personnel patrol the campus during school hours, as well as cover school activities (i.e. dances, sporting events, etc.) when appropriate. In addition to the School Site Council a site Safety Committee exists for the campus and includes parents, students, certificated, and classified staff members.

In addition to administration, the SRO, and office staff, close to twenty trained student CERT team members (Community Emergency Response Team) remain available should disastrous conditions arise. CERT team members are intimately involved and deployed during evacuations to assist with accountability and emergency response. Additionally, the school works closely with the county office who currently has an up-to-date FEMA trained Safety Commissioner, who provides consultation and helps evaluate our Safety Plan and emergency drills. This individually recently assembled a crisis response team, who we have deployed a few times over the last year to support the school.

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	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement*	Year 3	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	23	31	31	23	22	37	30	18	27	15	25	18
Mathematics	24	25	37	12	21	35	25	14	28	8	25	17
Science	28	7	26	10	28	8	23	8	32	4	10	20
Social Science	26	14	26	15	23	24	16	17	30	6	17	16

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	3.9	413
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	N/A	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	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	\$8,492	\$2,461	\$6,031	\$70,245
District	N/A	N/A	\$7,996	\$67,184
Percent Difference: School Site and District	N/A	N/A	-24.6	4.6
State	N/A	N/A	\$5,677	\$75,859
Percent Difference: School Site and State	N/A	N/A	6.2	-7.4

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

Types of Services Funded (Fiscal Year 2015-16)

Nevada Union High School offers an array of supplemental services to students. Those services consist of...

- Summer "Bridge" program for 8th grade non-graduates
- Academic Literacy classes (2 sections)
- Reconnecting Youth class for at-risk freshmen (2 sections)
- Math Support Classes (2 trailer classes)
- English 9/10 support classes (2 trailer classes)
- Flip Lunch Time Intervention (2 teachers, 1 aide)
- 1 Title One Instructional Aide
- 1 Title One Case Manager
- 2 Bilingual EL Instructional Aides
- Before school and after school tutoring through Title One
- Before school and after school tutoring for English Language Learners
- After school tutoring specific to higher level math classes
- After school tutoring specific to Science
- Title One Parent Night and on-campus Parent Resource Center
- International Parent Night
- Supplemental Educational Services as mandated by Program Improvement Year 3 status

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	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	7	N/A
All courses	16	12.4

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)

Professional development has been focused on three areas over the past school year - technology (shift to Google, Schoology program), collaboration (2 day PLC training from Solution Tree consultant Tim Brown, and ongoing dedication to the collaborative process during dept collaboration time within the school day), and the shift to Common Core State Standards. One time CCSS funding has been utilized to send teachers to professional development opportunities centered around CCSS implementation and the Spring 2-day staff development is dedicated to those teachers sharing back with the faculty through in-house workshops. Teachers have the support of two CCSS coaches, who are currently Teachers on Special Assignment) Additionally, a group of 10-12 staff continue to receive training in PBIS strategies and methodologies, as the school is currently undergoing phase two of PBIS implementation. The focus of the school's professional development has been driven by the goals outlined in the WASC School-Wide Action Plan, which are closely aligned to the goals outlined in the school's Single Site Plan for Student Achievement. The School Site Council worked to align the WASC Action Plan goals developed in the 16-17 school year and the SPSA goals so that the school has one comprehensive school-wide action plan to work from. This year's WASC Coordinator is working closely with the Principal to gather relevant data to further clarify the learning needs of the students at Nevada Union.