

Nevada Union High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Nevada Union High School
Street	11761 Ridge Road
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 273-4431 x2004
Principal	Kelly Rhoden
Email Address	krhoden@njuhsd.com
School Website	www.numiners.com
County-District-School (CDS) Code	29-66357-2935500

2021-22 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett W. McFadden
Email Address	jdanieli@njuhsd.com
District Website Address	http://www.njuhsd.com

2021-22 School Overview

Mission Statement: Shaping Experiences Today, Guaranteeing Success Tomorrow.

Vision Statement: To shape lifelong learners and thoughtful, productive citizens who will contribute to our global community.

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 these 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 bused 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. Nevada Union High School has earned full school accreditation from the Western Association of Schools and College Board for six years, to be reevaluated in June of 2023.

The school boasts an array of program offerings for its students. We have a new bell schedule in the 2021-2022 school year offering a 4x8 schedule four days a week for students. This has added two additional class periods a day to student schedules, and 80-minute class periods to focus on subject matter in a more concentrated period of time. We have a Humanities Learning Community on campus which serves roughly 350 of the 1,497 students at the school. We are fortunate to offer Performing Arts (drama, dance, band, choir), Visual Arts (drawing & painting, ceramics, photography, theatre arts-set design, and technical theatre), Agriculture and FFA, and our ever-growing CTE program with courses in Forestry & Natural Resources, Horticulture and Greenhouse Management, Floral Design, Ag Mechanics - Fabrication and Metals, Agriscience, Culinary Arts, Woodworking, Automotive, Sports Medicine, Publication Design I, Online Multimedia I, Film Video Production, Principles of Manufacturing and Design, and lastly Residential & Commercial Construction (taken as a dual enrollment offering at our District's Silver Springs campus). Several of our courses now have college dual credit offerings as well. During the Fall 2021 semester they include Exploratory Work Experience, Advanced Automotive Technology, Beginning and Advanced Culinary Arts and starting in the Spring 2022 semester Ag Mechanics 2 and Principles of Manufacturing will also be offered. We also offer a variety of AP courses and four years of Spanish for students. The school has a storied history of excellence in its athletic programs and offers 25 different sports throughout the school year. We have an active Student Body Governing Board and Executive Council that is in charge of a budget for over 20 active clubs on campus.

Current school goals focus on improving the quality and consistency of instruction, assessment, engagement, and intervention

2021-22 School Overview

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 the Schoolwide Learner Outcomes to drive decision making that focuses on student achievement.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	426
Grade 10	382
Grade 11	346
Grade 12	315
Total Enrollment	1,469

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.1
American Indian or Alaska Native	1.4
Asian	1.3
Black or African American	1.2
Filipino	0.3
Hispanic or Latino	15.2
Two or More Races	7.1
White	73.6
English Learners	2.5
Foster Youth	0.1
Homeless	1.8
Socioeconomically Disadvantaged	40.6
Students with Disabilities	18.3

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

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

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)	60.8	81.0	108.8	77.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.3	0.5	1.3	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	3.6	4.5	3.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	3.1	13.8	9.9	12115.8	4.4
Unknown	8.8	11.8	11.2	8.0	18854.3	6.9
Total Teaching Positions	75.1	100.0	139.7	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.6

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.3
Total Out-of-Field Teachers	2.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

New textbooks were added in the 2019-2020 school year as new curriculum was implemented in the core areas of English (11), World History, US History, American Government and Economics. In 2018-2019 new textbooks were added in the following core areas: English 9/10, AP Physics, and Physics. In 2017-2018 the following textbooks were added: Spanish, German, Health, AP World History and AP US History.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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. English 9/10 textbooks were adopted in 2018-2019; English 11 was adopted in 2019-2020.	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. AP Physics and Physics textbooks were adopted in 2018-2019.	Yes	0.0
History-Social Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current. AP World History, AP US History, World History, US History, American Government and Economics textbooks were adopted in 2019-2020.	Yes	0.0
Foreign Language	Textbooks cover the state adopted content standards according to the course of study reviews and are current. Spanish and German textbooks were adopted in 2017-2018.	Yes	0.0
Health	Textbooks cover the state adopted content standards according to the course of study reviews and are current. Health textbooks were adopted in 2017-2018.	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

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. To assist with all of the safety issues on campus, we are working to update and improve the video surveillance system. Custodial and maintenance staff members do an incredible job of keeping our campus clean. The student government continues to encourage students to pick up their trash, and one of our teachers sponsors a recycling program for paper. 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.

The work continues by the District on a \$47M facilities bond. The last couple of years we completed many projects including updated infrastructure, parking lots and ADA-compliant pavement. Along with underground utilities, water pipes, new fiber optics lines, lighting, and electricity. In 2021 the F-Wing modernization was completed and is in full use. The new Culinary arts room was also completed and in full use currently by students. A new bus shelter was completed on the lower campus to give coverage for students waiting for the bus. Lighting was upgraded with new fixtures and LED lights to help brighten areas during the night. Cameras were also updated around campus to help with monitoring on campus.

The maintenance and cleanliness of our facilities at Nevada Union High School provide a welcoming environment for all students, faculty, and community members. We continuously evaluate the conditions of our facilities annually to ensure they are in good working condition. Any discrepancies found from our inspections will be input into our building management system (FMX) to track repair progress. The school site is annually inspected by the Fire Marshal and our District Facilities Office. This inspection report was completed in December 2021. The school site is in good standing order and shows that we are dedicated to fire safety and maintaining a safe campus. Overall, our facilities are in good standing and kept clean and inviting to the public.

Year and month of the most recent FIT report

12/20

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC issues continue to be a problem for the Don Baggett Theater. The systems has reached its life cycle expectancy and is scheduled to be upgraded during the Theaters modernization project in 2021. With the controls conversion from Delta to Pelican, we are working through bugs in the new system.
Interior: Interior Surfaces	X			Currently the District Facilities department is working on a exterior and interior paint plane once completed, facilities will be scheduled based on protective coating needs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Our custodial staff are working diligently to maintain Nevada Unions cleanliness while we work through the COVID-19 epidemic. New equipment has been purchased to speed disinfecting requirements.

School Facility Conditions and Planned Improvements

Electrical	X			Working with electrical contractor to clean up the campus mechanical rooms of abandoned electrical systems. This will increase maintenance capabilities.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			S-wing and A-wing bathrooms are in need of tile work completed. District Facilities Department is looking to have tile work completed during summer of 2021.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		East Side of S-wing exterior stairway is sinking, foundation sub base may have failed. Working with Facilities Head to for a solution.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	325	230	70.77	29.23	53.21
Female	146	109	74.66	25.34	65.71
Male	179	121	67.6	32.4	41.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	21	61.76	38.24	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	15	62.5	37.5	53.33
White	253	184	72.73	27.27	57.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	20	12	60	40	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	82	61.65	38.35	48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	42	61.76	38.24	13.16

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	325	6	1.85	98.15	--
Female	146	1	0.68	99.32	--
Male	179	5	2.79	97.21	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	1	2.94	97.06	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	0	0.00	100.00	--
White	253	4	1.58	98.42	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	20	2	10.00	90.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	3	2.26	97.74	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	6	8.82	91.18	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	35.81	N/A	36.08	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	583	149	25.56	74.44	35.81
Female	282	74	26.24	73.76	34.25
Male	301	75	24.92	75.08	37.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	11	14.10	85.90	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	13	34.21	65.79	46.15
White	442	118	26.70	73.30	38.46
English Learners	16	1	6.25	93.75	--
Foster Youth	0	0	0	0	0
Homeless	44	6	13.64	86.36	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	221	47	21.27	78.73	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	101	13	12.87	87.13	7.69

2020-21 Career Technical Education Programs

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

- *Agriculture Business
- *Agricultural Mechanics
- *Agriscience
- *Ornamental Horticulture
- *Cabinetry, Millwork, and Woodworking
- *Engineering Design
- *Machining and Forming Technologies (Manufacturing)
- *Film/Video Production
- *Production and Managerial Arts
- *Visual/Commercial Arts (Online Multimedia & Publication Design)
- *Food Service and Hospitality (Culinary Arts)*Technical Theatre
- *Patient Care (Sports Medicine)
- *Systems Diagnostics, Service, and Repair (Automotive)
- *Food Service and Hospitality (Culinary Arts)
- *Residential and Commercial Construction, a districtwide CTE pathway

Additional CTE pathways offered in the district at Bear River High School include Graphic Design and Information Communication Technology (Computer Science)

A program sequence has a minimum of two parts: a concentrator, with introductory to intermediate course content and a capstone with mastery level content; however, some of our pathways expand on this two-course sequence, with up to four courses supporting a student to mastery. A coherent sequence allows students to move through courses in an organized manner to facilitate student mastery of standards and provides opportunities to earn industry certifications and/or internships or work-based learning opportunities.

2020-21 Nevada Union capstone courses include Advanced Floral Design, Fabrication and Design or Metal Art Sculpture, Greenhouse & Nursery Management, Film/Video Production II, Broadcast Media Arts II, Technical Theatre, Online Multimedia II/Publication Design II, Automotive Technology, Advanced Culinary Arts, and Advanced Sports Medicine.

15 of the 28 CTE courses offered at Nevada Union meet the "A-G" college entrance requirements in preparation for the UC/CSU system. Agriculture Mechanical Science II offers dual enrollment with Sierra College's AGR213.

CTE 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 pathways are mutually supportive of both college readiness and career-bound students.

Nevada Joint Union High School District hosts an active CTE Advisory Committee. Members and related industries they represent are as follows:

- *Mike Hauser - Advisory Chair, Automotive/Engineering & Design
- *Stephanie Ortiz - Advisory Vice-Chair, All Pathways
- *Aurora Thompson - NJUHSD CTE Director, All Pathways

- *Jana Kolakowski, Agriculture
- *Linda Melugin, All Pathways
- *Eric Sweet, Agriculture
- *Kathe Frazer, Hospitality
- *Melissa Hannebrink, Information Communication Technology
- *Mike DeCicco, Multimedia Production/Graphic Design
- *Jeff Hansen, Building Construction Trades/Agriculture

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	714
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.3

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.43
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	40.38

B. 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 Connection is a booster group that aims to link the home to school by focusing on socio-economically disadvantaged students

2021-22 Opportunities for Parental Involvement

by providing a safe store made from community donations as well as financial assistance as necessary to provide for students in need. In addition, NU Connection supports areas of our school that benefit most students by school betterment such as supporting our dance program with the necessary equipment, our gymnasium with an ice machine used by PE classes and sports, and new curtains for our Special Education environment. The Nevada Union Parent Club (NUPC) supports staff and students on a variety of levels. They raise funds for classrooms, support teacher wish lists, and demonstrate staff appreciation by providing a welcome back to school breakfast annually. They also support students with nutritious snacks and pencils during finals each semester. Both groups meet on a monthly basis to move their causes forward. The NUPC mission helps keep parents INformed, INspired and INVolved (aka, "All In"). The monthly meeting includes a monthly report from the administration on current school topics. Since the first year of the pandemic, NUPC has planned virtual monthly meetings hosting various staff members such as Athletics and Leadership Directors, Scholarships and Internet Safety.

Parents are also elected each fall at Back to School Night to serve on our School Site Council which meets monthly and reviews our Title 1 budget, our WASC report, our Safety Plan, School Plan for Student Achievement, and other various topics discussed to encourage continuous school improvement. Other committees with parent involvement include the Agriculture Advisory Committee, Auto Advisory Committee, Culinary Advisory Committee, CTE Advisory Committee, English Learner Advisory Committee, and parents show support in the various boosters clubs on campus (performing arts and sports).

We completed our Three-Year WASC Review Year in March of 2020 and have earned accreditation through June 30, 2023. We have our two-year review scheduled in 2023. Many parents were actively involved in the development and review of this report during the 2019-2020 school year. Parents are also involved in the District Driven LCAP Advisory Committee that supports the needs of students not only at Nevada Union High School but throughout the District.

Prospective new students and their parents/guardians are encouraged to sign up for a "Lunch Walk" with the principal for an overview of our campus and our many offerings. These are walking tours of the campus offered twice weekly. We also offer an NU Preview Night for prospective incoming 8th graders and their parents. Preview night is a follow-up for parents especially, to our Future Miner Invitational held on the same day for all of the local 8th graders to participate with their classmates. The evening event also offers parents the ability to stop and talk with teachers, counselors, coaches, registrars, clubs, etc. It helps round out the whole welcoming experience to help families make educated decisions. Our performing arts department showcases their latest skills for Future Miner Invitational and NU Preview. The week before school starts, all incoming 8th-grade parents are again invited to an 8th Grade Parent Orientation evening, welcoming everyone and getting things started on the right foot. Back to School Night is held just a few weeks into the start of the school year for all grade levels. This is an excellent opportunity for parents to meet their student's teachers and hear what each teacher can offer.

Annually, parents are encouraged to participate in the Parent School Climate Survey in the fall semester. This survey asks a variety of questions to help our school district monitor the health and well-being of our school.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.7	5.3	3.2	5.9	8.0	6.4	9.0	8.9	9.4
Graduation Rate	95.0	91.5	91.4	91.9	86.4	88.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	279	255	91.4
Female	143	135	94.4
Male	136	120	88.2
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	45	43	95.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	18	13	72.2
White	206	189	91.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	21	19	90.5
Socioeconomically Disadvantaged	147	130	88.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	56	40	71.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1548	1509	159	10.5
Female	762	738	67	9.1
Male	783	768	92	12.0
American Indian or Alaska Native	25	23	5	21.7
Asian	20	20	2	10.0
Black or African American	17	17	3	17.6
Filipino	5	4	0	0.0
Hispanic or Latino	238	229	28	12.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	105	105	14	13.3
White	1138	1111	107	9.6
English Learners	39	39	8	20.5
Foster Youth	3	3	0	0.0
Homeless	55	53	17	32.1
Socioeconomically Disadvantaged	721	692	112	16.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	296	289	67	23.2

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.66	0.65	10.97	0.60	3.47	0.20
Expulsions	0.43	0.00	0.61	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.92	3.09	2.45
Expulsions	0.00	0.14	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.65	0.00
Female	0.52	0.00
Male	0.77	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.90	0.00
White	0.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.36	0.00

2021-22 School Safety Plan

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 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. All school staff have been trained by the school administration, county office personnel and law enforcement in how to respond to an active shooter threat. The Principal and 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. Six full-time campus supervisors roam the campus during school hours, as well as cover school activities (i.e. dances, sporting events, etc.) when appropriate.

In addition to administration, the SRO, and office staff, Nevada Union High School has trained student CERT team members (Community Emergency Response Team) that remain available should disastrous conditions arise. CERT team members are intimately involved and deployed during evacuations to assist with accountability and emergency response. CERT team members meet regularly and participate in countywide disaster training where our students get to work closely with first responders. The school works closely with the county office, which currently has an up-to-date FEMA-trained Safety Commissioner, who provides consultation and helps evaluate our Safety Plan and emergency drills. This individual recently assembled a crisis response team, which we have deployed a few times over the last year to support the school.

During the 2021-2022 school year, two notable changes were made to Nevada Union's safety plan. The first change was the addition of the emergency communication tool CATAPULT to improve our communication with staff during an emergency. This technology was purchased in the Fall of 2021 and implemented in the Spring of 2022 and will require additional professional development to support over the next few years.

The second change was purchasing an automated visitor check-in system that requires all visitors to enter their identification at the front of the school and print a sticky pass that visitors put on for the duration of their visit. The system also keeps a log of all visitors. It runs each visitor through a sexual predator database updated nightly, flagging anyone who is not supposed to be on campus. This will also require some professional development for staff to fully utilize the benefits of this system.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	36	33	10
Mathematics	22	32	20	13
Science	27	11	14	10
Social Science	22	22	16	15

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	20	40	29	11
Mathematics	24	21	28	10
Science	26	10	11	10
Social Science	23	21	17	12

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	22	33	23	16
Mathematics	24	19	27	9
Science	29	4	11	11
Social Science	23	18	13	16

2020-21 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	1049.3

2020-21 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)	1.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	2
Nurse	1.1
Speech/Language/Hearing Specialist	2.4
Resource Specialist (non-teaching)	0
Other	2.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12,243.16	\$4,005.75	\$8,237.41	\$77,629
District	N/A	N/A	\$10,331.76	\$78,404
Percent Difference - School Site and District	N/A	N/A	-22.6	-1.0
State			\$8,444	\$83,672
Percent Difference - School Site and State	N/A	N/A	-2.5	-7.5

2020-21 Types of Services Funded

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

- *Academic Literacy classes (1 section)
- *3 Title One Case Managers
- *1 .2 FTE Title One program coordinator
- *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 for 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$50,347	\$50,546
Mid-Range Teacher Salary	\$74,672	\$81,807
Highest Teacher Salary	\$96,553	\$103,463
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$169,216
Average Principal Salary (High)	\$121,478	\$140,004
Superintendent Salary	\$170,000	\$182,878
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.7
-----------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	3
Social Science	8
Total AP Courses Offered	17

Professional Development

During the 2020-2021 and 2021-2022 school years, Nevada Union High School increased its focus on professional development to support a new bell schedule and further staff members' progress in the professional learning community process. Additionally, during the 2021-2022 school year, each curricular team received one-half day of professional development that met each team where they were at in the PLC process, helping them create a shared foundation and address the four critical questions of the PLC process. These teams met with an outside facilitator three times each semester for half a day at a time.

Professional development focused on three areas between 2017 and 2020:

- 1) Technology - Schoology is the Learning Management System used: (Schoology integration with Synergy)
- 2) Collaboration (started with 2-day PLC training sessions from Solution Tree to District Professional Staff Development days and full-day department PLC training sessions with Maria Nielson, and ongoing dedication to the PLC collaborative process during dept collaboration time within the school day); and
- 3) Shift to Common Core State Standards.

Our District implemented a new student information system in 2018-2019 for all of our schools. Our staff has adapted very well to the new system and continue to learn more of the features as our technology department roll out different feature available in Synergy. COVID-19 impacted school operations in March of 2020 with Nevada Union moving to a Distance Education model through the remainder of the year. Teachers became familiar with Zoom, Google Meets and Classroom, as well as teaching techniques to engage students in a full virtual world. To start the 2020-21 School year the District was still under COVID-19 guidelines working in and out of Full Distance Education and a Hybrid model of teaching some students in person while at the same time managing students that chose to stay distanced. Professional Development time was spent training staff to use the tools available for virtual teaching. Schoology training, zoom training, grading procedures, attendance procedures, as well as teaching techniques for student engagement in a virtual model of teaching.

In 2017-2018 the Spring 2-day staff development was dedicated to those teachers sharing back with the faculty through in-house workshops. During the 2018-19 school year, a professional trainer in the PLC process was hired for 4 instructional days to take our English and Math departments through in-depth PLC training. In the 2019-2020 school year, we continued this work with most departments offering PLC training and collaboration for 14 different times throughout the school year. Then in 2020-2021, we offered 5 days of professional development at the beginning of the school year so that teachers could transition all of their curricula onto our online learning management system. We then provided two full-day professional development directed towards all district staff. As a result of the momentum, the district was experiencing in the professional learning community process, a district guiding coalition of teachers and other staff members was formed and given three days to collaborate. Departments at the school site were also allocated 17 days for facilitated in-depth department training in the PLC process.

One time CCSS funding has been utilized to send teachers to professional development opportunities centered around CCSS implementation. Teachers have the support of one CCSS coach, who is currently a Teachers on Special Assignment. Additionally, a group of 10-12 staff continues 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. We have our three-year WASC review in March, 2020.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	20

Nevada Joint Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett W. McFadden
Email Address	jdanieli@njuhsd.com
District Website Address	http://www.njuhsd.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	613	413	67.37	32.63	60.85
Female	288	198	68.75	31.25	70.10
Male	325	215	66.15	33.85	52.17
American Indian or Alaska Native	12	8	--	33.33	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	41	62.12	37.88	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	25	64.10	35.90	60.00
White	481	327	67.98	32.02	64.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	42	20	47.62	52.38	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	137	54.80	45.20	55.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	59	55.66	44.34	21.82

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	612	6	0.98	99.02	--
Female	288	1	0.35	99.65	--
Male	324	5	1.54	98.46	--
American Indian or Alaska Native	12	1	--	91.67	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	1	1.52	98.48	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	0	0.00	100.00	--
White	480	4	0.83		--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	42	2	4.76	95.24	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	3	1.20	98.80	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	6	5.66	94.34	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

