

# Nevada Union High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Nevada Union High School  |
| <b>Street</b>                     | 11761 Ridge Road  |
| <b>City, State, Zip</b>           | Grass Valley, CA 95945  |
| <b>Phone Number</b>               | (530) 273-4431  |
| <b>Principal</b>                  | Kelly Rhoden  |
| <b>E-mail Address</b>             | krhoden@njuhsd.com; dsogden@njuhsd.com                                      |
| <b>Web Site</b>                   | <a href="http://nevadaunion.njuhsd.com/">http://nevadaunion.njuhsd.com/</a> |
| <b>CDS Code</b>                   | 29-66357-2935500  |

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

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

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 2016-17)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 9</b>          | 444                       |
| <b>Grade 10</b>         | 414                       |
| <b>Grade 11</b>         | 366                       |
| <b>Grade 12</b>         | 385                       |
| <b>Total Enrollment</b> | 1,609                     |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.7                         |
| American Indian or Alaska Native    | 1.2                         |
| Asian                               | 1.5                         |
| Filipino                            | 0.3                         |
| Hispanic or Latino                  | 12.1                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 81.2                        |
| Two or More Races                   | 2.6                         |
| Socioeconomically Disadvantaged     | 35.2                        |
| English Learners                    | 2.4                         |
| Students with Disabilities          | 15.2                        |
| Foster Youth                        | 0.2                         |

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 83.6    | 78      | 82      | 131.16   |
| Without Full Credential  | 1       | 5       | 2       | 2        |
| Teaching Outside Subject Area of Competence (with full credential) | 3.6     | 4.8     | 5.4     | 7        |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** November 2016

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

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

The District passed a \$47M facility's bond in late 2016. 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. During the Fall/summer of 2017 we; remodeled J204 creating a meeting space, created a wellness center with 3 offices and a meeting space in G14, purchased and installed 200 new desk, installed landscaping and a fenced area in the front of the school, installed new turf in our multi-use stadium and repainted the theater. 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 2017, 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b>     |                      |             |             |   |
|--|----------------------|-------------|-------------|---|
| <b>Year and month of the most recent FIT report: 5/18/17</b>     |                      |             |             |   |
| <b>System Inspected</b>  | <b>Repair Status</b> |             |             | <b>Repair Needed and Action Taken or Planned</b>  |
|  | <b>Good</b>          | <b>Fair</b> | <b>Poor</b> |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                | X                    |             |             |   |
| <b>Interior:</b> Interior Surfaces                               | X                    |             |             |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation | X                    |             |             |   |
| <b>Electrical:</b> Electrical                                    | X                    |             |             |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains           |                      | X           |             | S wing Restrooms were renovated in Summer of 2017 and other improvements are scheduled for the other site rest rooms. |
| <b>Safety:</b> Fire Safety, Hazardous Materials                  | X                    |             |             |   |
| <b>Structural:</b> Structural Damage, Roofs                      |                      | X           |             | Roofs have been repaired summer of 2017, taking the new score to the 95 % range                                       |

| School Facility Good Repair Status (Most Recent Year)            |               |      |      |   |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 5/18/17            |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|  | Good          | Fair | Poor |   |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      | New grass/lawn planted on bare ground to prevent erosion and improve school appearance. |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 5/18/17 |           |      |      |      |
|---|-----------|------|------|------|
| Overall Rating  | Exemplary | Good | Fair | Poor |
|   |           |      | X    |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 68  | 74      | 68       | 68      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 45  | 39      | 41       | 38      | 36      | 37      |

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 351              | 336           | 95.73          | 74.4                    |
| Male                             | 188              | 182           | 96.81          | 67.58                   |
| Female                           | 163              | 154           | 94.48          | 82.47                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |

| Student Group                   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| Hispanic or Latino              | 38               | 36            | 94.74          | 63.89                   |
| White                           | 289              | 278           | 96.19          | 75.54                   |
| Two or More Races               | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged | 141              | 133           | 94.33          | 64.66                   |
| English Learners                | 11               | 11            | 100            | 45.45                   |
| Students with Disabilities      | 64               | 59            | 92.19          | 30.51                   |
| Foster Youth                    | --               | --            | --             | --                      |

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

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

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 351              | 336           | 95.73          | 39.29                   |
| Male                             | 188              | 182           | 96.81          | 39.01                   |
| Female                           | 163              | 154           | 94.48          | 39.61                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 38               | 36            | 94.74          | 19.44                   |
| White                            | 289              | 278           | 96.19          | 40.65                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 141              | 133           | 94.33          | 24.06                   |
| English Learners                 | 11               | 11            | 100            | 27.27                   |
| Students with Disabilities       | 64               | 59            | 92.19          | 6.78                    |
| Foster Youth                     | --               | --            | --             | --                      |

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                              | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|--------------------------------------|---|---------|----------|---------|---------|---------|
|                                      | School  |         | District |         | State   |         |
|                                      | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 63  | 58      | 61       | 61      | 56      | 54      |

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

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

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

**Career Technical Education Programs (School Year 2016-17)**

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

- Agricultural Mechanics
- Agriscience
- Ornamental Horticulture
- Product Innovation (Manufacturing)
- Engineering
- Wood Products Development
- TV Production/Broadcast
- Sports Medicine
- Automotive
- Culinary Arts
- Technical Theater

A pathway sequence typically has three courses: 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. Most CTE 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.

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 or both college readiness and career-bound students. NUHS has transitioned from the support of our neighboring county's ROP program (Placer/49er) to absorb two pathways offerings of the many we had access to prior to ROP funding loss. Access for special needs populations is facilitated through the use of instructional aides and peer tutors, and supported overall by a Coordinator and Teacher on Special Assignment dedicated to Career Technical Education.

**Career Technical Education Participation (School Year 2016-17)**

| Measure   | CTE Program Participation |
|---|---------------------------|
| <b>Number of pupils participating in CTE</b>  | 705                       |
| <b>% of pupils completing a CTE program and earning a high school diploma</b>                                   | 94.8                      |
| <b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b> | 17.9                      |



**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission          | 95.28   |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 44.03   |

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 11.1  | 28.1                  | 46.4                 |

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

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, as well as participate in our yearly Town Hall Meetings that are in place to receive input from our parents and community members for the district's LCAP.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator              | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Dropout Rate</b>    | 0.7     | 0.9     | 1.3     | 6        | 4.8     | 3.8     | 11.5    | 10.7    | 9.7     |
| <b>Graduation Rate</b> | 94.83   | 94.84   | 94.19   | 87.71    | 89.63   | 91.64   | 80.95   | 82.27   | 83.77   |

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

| Group                                   | Graduating Class of 2016 |          |       |
|---|--------------------------|----------|-------|
|   | School                   | District | State |
| <b>All Students</b>                     | 78.34                    | 85.09    | 87.11 |
| <b>Black or African American</b>        | 0                        | 57.14    | 79.19 |
| <b>American Indian or Alaska Native</b> | 50                       | 66.67    | 80.17 |
| <b>Asian</b>                            | 66.67                    | 71.43    | 94.42 |
| <b>Filipino</b>                         | 50                       | 100      | 93.76 |
| <b>Hispanic or Latino</b>               | 78.38                    | 90.77    | 84.58 |
| <b>Native Hawaiian/Pacific Islander</b> | 0                        | 0        | 86.57 |
| <b>White</b>                            | 79.23                    | 85.67    | 90.99 |
| <b>Two or More Races</b>                | 81.82                    | 76.92    | 90.59 |
| <b>Socioeconomically Disadvantaged</b>  | 93.64                    | 92.65    | 85.45 |
| <b>English Learners</b>                 | 28.57                    | 42.86    | 55.44 |
| <b>Students with Disabilities</b>       | 33.33                    | 47.37    | 63.9  |
| <b>Foster Youth</b>                     | 100                      | 33.33    | 68.19 |

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| <b>Suspensions</b> | 7.0     | 6.4     | 7.5     | 8.6      | 7.5     | 8.2     | 3.8     | 3.7     | 3.6     |
| <b>Expulsions</b>  | 0.2     | 0.0     | 0.0     | 0.3      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

## School Safety Plan (School Year 2017-18)

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. 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 individual 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 2017-18)

| 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       |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2014-15         |                      |       |     | 2015-16         |                      |       |     | 2016-17         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 22              | 37                   | 30    | 18  | 22              | 36                   | 26    | 13  | 18              | 55                   | 31    | 10  |
| Mathematics    | 21              | 35                   | 25    | 14  | 24              | 22                   | 31    | 10  | 22              | 27                   | 31    | 11  |
| Science        | 28              | 8                    | 23    | 8   | 28              | 7                    | 20    | 7   | 27              | 9                    | 15    | 11  |
| Social Science | 23              | 24                   | 16    | 17  | 27              | 15                   | 16    | 16  | 22              | 24                   | 18    | 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 2016-17)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 4                                | 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  | 2.4                              | N/A   |
| Social Worker                                       | N/A                              | N/A   |
| Nurse   | 1                                | N/A   |
| Speech/Language/Hearing Specialist                  | 1.2                              | 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 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$9,784.10             | \$2,907.15               | \$6,876.95          | \$77,277               |
| District                                     | N/A                    | N/A                      | \$7,996             | \$68,692               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -15.0               | 11.8                   |
| State  | N/A                    | N/A                      | \$6,574             | \$77,535               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 4.5                 | -0.3                   |

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

- Academic Literacy classes (2 sections)
- Math Support Classes (2 trailer classes)
- English 9/10 support classes (2 trailer classes)
- Flip Lunch Time Intervention (2 teachers, 1 aide)
- 2 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 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$45,396        | \$46,060                                     |
| Mid-Range Teacher Salary                      | \$67,329        | \$70,769                                     |
| Highest Teacher Salary                        | \$87,681        | \$98,039                                     |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             |                 |  |
| Average Principal Salary (High)               | \$115,103       | \$127,576                                    |
| Superintendent Salary                         | \$151,690       | \$170,379                                    |
| Percent of Budget for Teacher Salaries        | 32%             | 33%  |
| 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 2016-17)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 1                             | N/A                               |
| English                  | 1                             | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         | 1                             | N/A                               |
| Mathematics              | 2                             | N/A                               |
| Science                  | 4                             | N/A                               |
| Social Science           | 4                             | N/A                               |
| All courses              | 13                            | 19.2                              |

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, 1 day training from Solution Tree Consultant Charlie Coleman, 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.