

Nevada Union High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

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

2022-23 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

2022-23 District Contact Information

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

2022-23 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. In the current school year, 2022-2023 we have a rotating 4X8 block schedule 5 days a week with an Advisory period on Mondays to start the week and a Flex period 4 days a week. The Flex period is set in place as an intervention during the school day for students to receive additional support from their classroom teachers in order to master essential learning outcomes in their classes. This change in the bell schedule has added two additional class periods a day to student schedules, 80-minute class periods to focus on the subject matter in a more concentrated period of time, and interventions during the school day; Flex 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. 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

2022-23 School Overview

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 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	428
Grade 10	403
Grade 11	342
Grade 12	304
Total Enrollment	1,477

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	52.9
American Indian or Alaska Native	1.1
Asian	1.3
Black or African American	0.8
Filipino	0.3
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.8
White	72.3
English Learners	2.7
Foster Youth	0.1
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	40.1
Students with Disabilities	17.9

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

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)	60.80	81.02	108.80	77.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.48	1.30	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	3.58	4.50	3.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	3.10	13.80	9.89	12115.80	4.41
Unknown	8.80	11.79	11.20	8.04	18854.30	6.86
Total Teaching Positions	75.10	100.00	139.70	100.00	274759.10	100.00

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

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	0.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.30	
Total Out-of-Field Teachers	2.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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
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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 have updated and improved 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. In 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

1/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Controls to the theater HVAC system have been upgraded allowing Maintenance personnel to monitor the system
Interior: Interior Surfaces		X		Heavy use items such as doors need repainting, Work will be scheduled during summer break and wing by wing phase. Also acoustical ceiling tile will need to be replaced throughout the campus.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Our custodial and maintenance staff are working diligently to maintain Nevada Unions cleanliness while we work through personnel hiring woes. The district is in the process of purchasing \$30,000 in new equipment to increase productivity and bring the equipment up to today's standards.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			S-wing and A-wing bathrooms are in need of tile work completed. District is soliciting contractors to perform the work hopefully during the summer of 2023.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Ali boys locker room has a roof leak, causing interior painted surfaces to peel. District has received a quote to roof the area at a cost of \$160,000 dollars. District Facilities Director is hoping we can have it funded in the next fiscal year. The Girls locker room has a minor leak too. The site maintenance team found where the leak was and conducted temporary repairs. District

School Facility Conditions and Planned Improvements

				Faciliteis will have a roofing contractor come out to make permanent repairs when weather permits.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	28	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	274	92.88	7.12	46.72
Female	144	135	93.75	6.25	54.81
Male	150	138	92.00	8.00	39.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	55	90.16	9.84	27.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	11	84.62	15.38	36.36
White	207	194	93.72	6.28	53.09
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	104	89.66	10.34	31.73
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	57	48	84.21	15.79	10.42

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	298	287	96.31	3.69	28.22
Female	145	140	96.55	3.45	27.86
Male	152	146	96.05	3.95	28.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	59	95.16	4.84	10.17
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	12	92.31	7.69	16.67
White	209	202	96.65	3.35	34.65
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	111	94.87	5.13	13.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	57	52	91.23	8.77	7.69

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	35.81	29.63	36.08	31.32	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	559	541	96.78	3.22	29.63
Female	265	255	96.23	3.77	31.5
Male	293	285	97.27	2.73	28.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	88	94.62	5.38	11.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	36	100	0	33.33
White	409	396	96.82	3.18	32.91
English Learners	20	19	95	5	0
Foster Youth	0	0	0	0	0
Homeless	17	16	94.12	5.88	6.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	214	95.11	4.89	20.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	85	95.51	4.49	5.88

2021-22 Career Technical Education Programs

Nevada Joint Union High School District offers a sequence of courses in the following Career Technical Education Pathways (schools that offer the program are noted in parentheses):

- *Agriculture Business (Bear River, Nevada Union)
- *Agricultural Mechanics (Bear River, Nevada Union)
- *Animal Science (Bear River, Nevada Union)
- *Ornamental Horticulture (Nevada Union)
- *Forestry & Natural Resources (Nevada Union)
- *Stage Technology (Bear River)
- *Media Arts (Bear River)
- *Graphic Design (Bear River)
- *Visual/Commercial Arts (Nevada Union)
- *Automotive (Nevada Union)
- *Residential and Commercial Trades (Silver Springs)
- *Culinary Arts (Nevada Union)
- *Machining & Forming (Nevada Union)
- *Patient Care (Nevada Union)

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. As the district implements the 4x8 schedule, each pathway will have at least three courses.

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. 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.

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. The district's advisory committee is made up of representatives from education and industry across sectors. These include school administrators (high school and college), business owners (construction, landscaping, digital media arts, agriculture, automotive, etc.), and board members.

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

- *Stephanie Ortiz - Advisory Chair, All Pathways
- *Aurora Thompson - NJUHSD CTE Director, All Pathways

- *Jana Kolakowski, Agriculture
- *Eric Sweet, Agriculture
- *Kathe Frazer, Hospitality
- *Melissa Hannebrink, Information Communication Technology
- *Nate Anglin, Multimedia Production/Graphic Design
- *Jeff Hansen, Building Construction Trades/Agriculture

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1006
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.26
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	27.91

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	83	78	82	79	83

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.

2022-23 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 by providing a safe store made from community donations as well as financial assistance as necessary to provide for students

2022-23 Opportunities for Parental Involvement

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 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.

Parents are 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 for March, 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.3	2.5		8	5.6		8.9	7.8
Graduation Rate		91.5	92.9		86.4	89.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	281	261	92.9
Female	123	116	94.3
Male	158	145	91.8
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	39	30	76.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	22	22	100.0
White	210	200	95.2
English Learners	14	9	64.3
Foster Youth	0	0	0.0
Homeless	14	11	78.6
Socioeconomically Disadvantaged	152	137	90.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	58	49	84.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1620	1529	694	45.4
Female	776	721	325	45.1
Male	840	804	366	45.5
American Indian or Alaska Native	20	17	6	35.3
Asian	21	19	5	26.3
Black or African American	12	12	5	41.7
Filipino	5	5	2	40.0
Hispanic or Latino	278	265	111	41.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	114	106	51	48.1
White	1169	1104	513	46.5
English Learners	47	45	17	37.8
Foster Youth	5	3	1	33.3
Homeless	63	57	38	66.7
Socioeconomically Disadvantaged	723	676	371	54.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	303	279	155	55.6

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.65	4.20	0.60	4.93	0.20	3.17
Expulsions	0.00	1.17	0.00	0.89	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.20	1.17
Female	3.99	1.16
Male	4.40	1.19
American Indian or Alaska Native	10.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.60	1.44
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.40	2.63
White	3.68	1.03
English Learners	2.13	2.13
Foster Youth	0.00	0.00
Homeless	15.87	3.17
Socioeconomically Disadvantaged	6.50	1.94
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.92	1.65

2022-23 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.

2022-2023 Catapult Training

During the Fall of 2022-2023, all certificated staff was trained on how to use Catapult to account for themselves and how to use it to communicate during an emergency. These skills were then practiced during our Fall safety week in August. Teachers and staff were also trained

2022-2023 Visitor on Campus Training

All staff members were trained in the Fall of 2022-2023 on our visitor on-campus management tool (Raptor) and a second check-in unit was purchased and placed in the front office. During the training, staff members learned the importance of knowing who is on campus at any given time, reviewed a case study from a Central California school, learned how the Raptor system works, what to look for on a visitor name badge and how to approach individuals on campus who are not wearing proper identification.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	57	38	2
Mathematics	22	24	37	3
Science	26	9	17	8
Social Science	20	32	19	10

2021-22 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	369.25

2021-22 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)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	2.0
Nurse	0.6
Speech/Language/Hearing Specialist	2.4
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$12,296.02	\$4,538.84	\$7,757.18	\$77,460
District	N/A	N/A	\$10,835.72	\$81,121
Percent Difference - School Site and District	N/A	N/A	-33.1	-4.6
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	16.2	-9.2

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,354	\$50,352
Mid-Range Teacher Salary	\$76,165	\$83,849
Highest Teacher Salary	\$98,484	\$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$169,216
Average Principal Salary (High)	\$127,548	\$144,431
Superintendent Salary	\$173,400	\$193,259
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.4
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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	2
Foreign Language	1
Mathematics	1
Science	4
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

2022-2023

The professional development model for classroom teachers expanded during the 2022-2023 school year. As a result of this shift in practice, curricular teams from each department districtwide met together rather than by individual sites to engage in conversations related to the four critical questions of the professional learning community process and align practices across the district.

Professional development was also expanded, prioritizing onboarding classified members into the professional learning community process by clarifying essential tasks and creating a guaranteed level of service. For the school year, teams met monthly with their supervisors to unpack job descriptions, clarify actions, make collective commitments and goals, and engage in action research related to their job classification.

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	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	20	
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