

Bear River High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Bear River High School
Street	11130 Magnolia Road
City, State, Zip	Grass Valley, CA 95949
Phone Number	(530) 268-3700
Principal	Chris Roberts
Email Address	croberts@njuhsd.com
School Website	https://bearriver.njuhsd.com/
Grade Span	9-12
County-District-School (CDS) Code	29-66357-2930048

2025-26 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	https://www.njuhsd.com/

2025-26 School Description and Mission Statement

Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District. Opened in 1986, the Bear River has been a fixture in South Nevada County for many years. Bear River is located in the Sierra foothills between the Nevada County communities of Nevada City and Grass Valley and the Placer County community of Auburn, California. The campus, located on 44 acres, and is without question the hub for southwestern Nevada County. Given the multitude of athletic competitions, choral and band concerts, drama productions, and other extra-curricular activities, Bear River High School is pivotal to the community. As a means of accentuating the significance Bear River plays for all stakeholders, the school has forged a partnership with the community providing access to its swimming pool, performing arts center and athletic fields and gymnasiums after school hours and during the summer months.

As is the case with most other comprehensive high schools within close proximity, Bear River has experienced declining enrollment for several years. The geographical region we serve has functioned as a bedroom community, with many parents commuting forty miles to work in Sacramento and other outlying areas. With the economic downturn experienced throughout the country, especially during the pandemic of 2020 and in our county in particular, families have been forced to find employment out of the area or have chosen to move closer to their places of employment to alleviate the costs associated with commuting. That being said, this past year has seen an increase in enrollment and it's around 650 students. Bear River has made every effort to maintain the depth and breadth of our programs. Even though there are no available funds for GATE students, we continue to meet these students' needs by offering a significant number of honors and Advanced Placement classes. We also continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, drama and dance. We are constantly working to build upon our CTE/STEM pathways. We currently offer Design, Visual and Media Arts pathway, Graphic Design pathway, Production and Managerial Arts pathway, Residential and Commercial Construction pathway, Ag Sciences pathway, Ag Mechanics pathway, Health Careers pathway and Ag Business pathway (floral). During the 2022-23 school year, we started two new CTE pathways of Engines and Building and Construction Trades and the 2023-24 school year we started a Health Careers pathway. For the 2026-27 school year, Criminal Justice will be added to the course catalog for students to choose as another CTE pathway option.

During the 2023-24 school year, Bear River conducted its WASC self-study where the staff re-examined its Core Values. The Core Values have become fundamental to who we are and what we do as Bruins -- they are visible everywhere on campus and are embedded in classrooms, on athletic teams, and in our other clubs and organizations. The staff felt that over the past 6

2025-26 School Description and Mission Statement

years Bear River has evolved and improved and its Core Values, mission and vision should as well. The Core Values that define what it means to be a Bear River Bruin are: Brave, Resilient, Unified, Innovative, Noble and Self-Disciplined. These Core Values are practiced and taught by the staff at Bear River High School. Our Mission Statement: Bear River High School’s mission is to provide a positive environment for all students developing lifelong learners who utilize a multitude of educational opportunities to grow socially, emotionally, professionally and academically, preparing them to make empowered choices for their future. The vision for Bear River High School is as follows: Bear River High School strives to inspire all students to value and practice resilience, problem solving, empathy, and integrity, equipping them to contribute and thrive in an ever-changing global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	176
Grade 10	196
Grade 11	140
Grade 12	152
Total Enrollment	664

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	53.3
Non-Binary	0.9
American Indian or Alaska Native	0.6
Asian	0.9
Black or African American	0.2
Filipino	1.2
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.7
White	74.1
English Learners	0.9
Foster Youth	0.2
Homeless	1.4
Socioeconomically Disadvantaged	25.8
Students with Disabilities	13.4

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.

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)	21.5	85.78	115.4	78.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	1.3	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	3.69	5.3	3.65	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	2.38	14.7	9.98	11953.1	4.28
Unknown/Incomplete/NA	2	8.1	10	6.8	15831.9	5.67
Total Teaching Positions	25.1	100	147.5	100	279044.8	100

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.

2022-23 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)	20.9	82.64	116	82.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0.7	2.97	0.7	0.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	2.41	6.9	4.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	6.33	13	9.24	11746.9	4.23
Unknown/Incomplete/NA	1.4	5.61	4.2	3.01	14303.8	5.15
Total Teaching Positions	25.2	100	141	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	26.7	87.28	123.3	83.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.9	2.68	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	2.45	2.4	1.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	7.96	12.8	8.71	12112.8	4.34
Unknown/Incomplete/NA	0.7	2.28	4.5	3.06	13705.8	4.91
Total Teaching Positions	30.6	100	147.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.20	0	0
Misassignments	0.60	0.6	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	0.6	0.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.4
Local Assignment Options	0.60	1.6	1.9
Total Out-of-Field Teachers	0.60	1.6	2.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	13.7	8.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	2	1.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Language Arts Textbooks: 9th Grade: Pearson My Perspectives 9th grade, 10th Grade: Pearson My Perspectives 10th grade, 11th Grade: Pearson My Perspectives American Literature, 12th Grade: ERWC Modules from CSU ERWC Website <https://writing.csusuccess.org/>.

Math: Integrated 1: Integrated 1 MATH CPM Core Connections, Integrated 2: Integrated 2 MATH CPM Core Connections, Integrated 3: Integrated 3 MATH CPM Core Connections, Pre-Calculus: Precalculus with Limits.

Science: Earth and Space Science: Inspire Earth Science, Biology: Living Earth Biology, Chemistry: Introductory Chemistry a Foundation, Species of the Sierra Nevada: Secrets of the Oak Woodlands, John Muir Laws Guide to the Sierra Nevada, Physics: Conceptual Physics.

Social Science: World History: World History, Culture, & Geography The Modern World California, US History: United States History and Geography Continuity & Change, US Government: Principles of American Democracy, Economics: Principles of Economics {Ca}.

Spanish 1: Senderos Level 1, Spanish 2: Senderos Level 2, Spanish 3 and AP Spanish: Senderos Level 3.

Health: Glenco Health.

Visual and Performing Arts: Concert Band: Superior Elements for Performance, Rhythm Vocabulary Charts Book 1 & 2, plus supplemental music Choir: Essential Musicianship, Krueger Progressive Sight Singing, Rhythm Vocabulary Charts Book 1 & 2, plus supplemental music Music Lab: String Basics Book 1, Alfred's Basic Guitar Method Book 1 & 2, Alfred's Basic Bass Method, Alfred's Basic Ukulele Method, Alfred's Drum Method Complete, Yamaha Band Student Book 1 & 2, Adult Piano Adventure Book 1, Rhythm Vocabulary Charts Book 1, plus supplemental music.

Science Laboratory Equipment: Microscopes, beakers, flasks, bunsen burners, petri dishes, meter sticks, triple beam balances, digital scales, force scales, speakers, signal generator, strobe light, thermometers, graduated cylinders, bluetooth carts, force sensors, thermometers, dynamics carts, cart tracks, digital timers, string, rocks, seeds, dirt, wheatgrass, faraday cage, chemicals (lots), rope, pulleys, lenses, van de graaff generator, styrofoam, aluminum pie plates, polarized filters, power supplies, light bulbs, wires, switches, RGB lights.

Year and month in which the data were collected

October, 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts Textbooks: 9th Grade: Pearson My Perspectives 9th grade, 10th Grade: Pearson My Perspectives 10th grade, 11th Grade: Pearson My Perspectives American Literature, 12th Grade: ERWC Modules from CSU ERWC Website https://writing.csusuccess.org/ .	0.0

Mathematics	Math: Integrated 1: Integrated 1 MATH CPM Core Connections, Integrated 2: Integrated 2 MATH CPM Core Connections, Integrated 3: Integrated 3 MATH CPM Core Connections, Pre-Calculus: Precalculus with Limits.	0.00
Science	Science: Earth and Space Science: Inspire Earth Science, Biology: Living Earth Biology, Chemistry: Introductory Chemistry a Foundation, Species of the Sierra Nevada: Secrets of the Oak Woodlands, John Muir Laws Guide to the Sierra Nevada, Physics: Conceptual Physics.	0.0
History-Social Science	Social Science: World History: World History, Culture, & Geography The Modern World California, US History: United States History and Geography Continuity & Change, US Government: Principles of American Democracy, Economics: Principles of Economics {Ca}.	0.0
Foreign Language	Spanish 1: Senderos Level 1, Spanish 2: Senderos Level 2, Spanish 3 and AP Spanish: Senderos Level 3.	0.0
Health	Health: Glenco Health	0.0
Visual and Performing Arts	Visual and Performing Arts: Concert Band: Superior Elements for Performance, Rhythm Vocabulary Charts Book 1 & 2, plus supplemental music Choir: Essential Musicianship, Krueger Progressive Sight Singing, Rhythm Vocabulary Charts Book 1 & 2, plus supplemental music Music Lab: String Basics Book 1, Alfred's Basic Guitar Method Book 1 & 2, Alfred's Basic Bass Method, Alfred's Basic Ukulele Method, Alfred's Drum Method Complete, Yamaha Band Student Book 1 & 2, Adult Piano Adventure Book 1, Rhythm Vocabulary Charts Book 1, plus supplemental music.	0.0
Science Laboratory Equipment (grades 9-12)	Microscopes, beakers, flasks, bunsen burners, petri dishes, meter sticks, triple beam balances, digital scales, force scales, speakers, signal generator, strobe light, thermometers, graduated cylinders, bluetooth carts, force sensors, thermometers, dynamics carts, cart tracks, digital timers, string, rocks, seeds, dirt, wheatgrass, faraday cage, chemicals (lots), rope, pulleys, lenses, van de graaff generator, styrofoam, aluminum pie plates, polarized filters, power supplies, light bulbs, wires, switches, RGB lights	0.0

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

School Facility Conditions and Planned Improvements

Bear River High School was completed in 1989, and the main facility, now over 35 years old, is starting to show its age. The school has two maintenance employees, one full-time groundskeeper, and three custodians who work diligently to keep the campus well-maintained, clean, and attractive. Inspections are conducted annually.

Our district has initiated an extensive evaluation of all facilities and is developing a new Facilities Master Plan in collaboration with stakeholders, including parents, students, and staff members from each school site. This plan will be used continuously to prioritize needs and is expected to be started in the spring of 2026. In the past, Measure B, which is our \$47 million school bond measure, allowed the district to begin repairs and upgrades.

To date, Bear River has received a new video surveillance system and intercom, roof replacements, an all-weather track, and a new HVAC system in A-wing. The district has also updated the HVAC systems in the Multi-Purpose Room, Band & Choir rooms, C-wing, and B-wing. Additionally, the McCrory Gym floor has been refinished, and the Library has been carpeted.

Future projects for D-wing include modernization of the Ag Mechanics Shop, HVAC upgrades, roofing repairs, ADA path of travel improvements, and interior classroom modernization. Restroom ADA improvements are planned for buildings C/L, D, and G, along with minor restroom updates in building E. There will also be new roofing for buildings B, D, and C/L, as well as

School Facility Conditions and Planned Improvements

courtyard paving and improved pathways between Building A and the front of the school. Upgrades and repairs to the boys' and girls' locker rooms are also on the agenda. This year, we will additionally be repairing some siding on two of the buildings.

At Bear River, our greatest facility concern arises from a lack of funding for deferred maintenance. While the recent renovations have extended the serviceability of the facility, considerable work will still be necessary in the coming years.

Year and month of the most recent FIT report

12/11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			ADMIN: sewer chronically cloggs due to old piping G 17 (STORAGE): HVAC does not work. room clutterd with asb items POOL AREA: Pool deck and plaster eroding/chipping away. Chlorination system nees moderization.
Interior: Interior Surfaces			X	A201: wall covering and carpet in warn out condition, missing baseboard, whiteboard warn out. BOYS LOCKER ROOM : paint for walls and some chipped 1" tiles near restroom chipped and cracked. concrete sink old cracked and pitted/eroding. lockers old and worn out some not fixable D WING: Clutter on exterior of building, tool small engine projects. roof leaks above class room by wood shop during heavy rain. back gate to shop area needs to be replaced homemade gate henges broken and hard to open. E WING MPR: Lunch tables old and warn out but useable. floor tiles cracked old and waved frome moisture. wood paneling on walls old stained and cracked trim above wall panels full of staples, cracked celing tile north west corner, baseboard damaged in numerous places. 2x4 drop in light defusers missing 5 or more. G 1&2: G1 carpet and wall paper old and warn out whiteboard warn out. entry tiles cracked. G2 white board warn out. Rest room paritions old and warn out need to be replaced/upgraded. boys restroom needs new flooring and floor coverings floor is soft by #1 toilet G 10&11 (STORAGE) : G10 has poor carpet and wall coverings g10 messy. G11 bad white boards. G11 siding bad G 4: rips and tears in wall board. roof chronically leaks. many patches. (not currently leaking) G 5,6,7,8 BLOCK: G 5,7,8 need interior paint. G5 ripped wall paper. G5 need white board G12,13,14,15 BLOCK: all rooms, carpet and wall boards old warn out. G12,13 clutterd with various items messy. G18,19,20,21 BLOCK: G 18,19,20 need interior paint. G19 wall paper coming unglued from wall board. G20 ripped wall paper and a bad white board. GIRLS LOCKER ROOM: some damage from past leaks from pumps and window leaks.(not currently leaking) damage very high up the wall

School Facility Conditions and Planned Improvements

				<p>LOWER A WING: floor tiles and carpet old and warn in copy room,A130,student store.</p> <p>LOWER C WING: carpet c127 stained/warnout.</p> <p>Library vinal roof has chronic leaks past its life expectancy.</p> <p>SMALL GYM: Lights fixtures bent and missing screens due to flying basketballs. west extirior wall has broken bricks . back doors by weight room warn out need to be upgraded, closet door jam and corner of door bent beyond repair.(door closes still).</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>:</p> <p>D WING: Clutter on exterior of building, tool small engine projects. roof leaks above class room by wood shop during heavy rain. back gate to shop area needs to be replaced homemade gate hinges broken and hard to open.</p> <p>G 10&11 (STORAGE) : G10 has poor carpet and wall coverings g10 messy. G11 bad white boards. G11 siding bad</p> <p>G 17 (STORAGE): HVAC does not work. room clutterd with asb items</p> <p>G12,13,14,15 BLOCK: all rooms, carpet and wall boards old warn out. G12,13 clutterd with various items messy.</p>
Electrical	X			<p>E WING MPR: Lunch tables old and warn out but useable. floor tiles cracked old and waved frome moisture. wood paneling on walls old stained and cracked trim above wall panels full of staples, cracked celing tile north west corner, baseboard damaged in numerous places. 2x4 drop in light defusers missing 5 or more.</p> <p>SMALL GYM: Lights fixtures bent and missing screens due to flying basketballs. west extirior wall has broken bricks . back doors by weight room warn out need to be upgraded, closet door jam and corner of door bent beyond repair.(door closes still).</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>ART & CLAY: sinks in clay chroniclly clogged- sudents try to dispose of clay and art supplys incorrectly, goose necks on all sinks old and warn out</p> <p>BOYS LOCKER ROOM : paint for walls and some chipped 1" tiles near restroom chipped and cracked. concrete sink old cracked and pitted/eroding. lockers old and worn out some not fixable</p> <p>E WING KITCHEN/LOUNGE : restroom linolium old, stained and cracked. wall paper old and dirty.</p> <p>G 1&2: G1 carpet and wall paper old and warn out whiteboard warn out. entry tiles cracked. G2 white board warn out. Rest room paritions old and warn out need to be replaced/upgraded. boys restroom needs new flooring and floor coverings floor is soft by #1 toilet</p>
Safety: Fire Safety, Hazardous Materials			X	

School Facility Conditions and Planned Improvements

				POOL AREA: Pool deck and plaster eroding/chipping away. Chlorination system needs modernization.
Structural: Structural Damage, Roofs		X		<p>D WING: Clutter on exterior of building, too small engine projects. roof leaks above class room by wood shop during heavy rain. back gate to shop area needs to be replaced homemade gate hinges broken and hard to open.</p> <p>E WING BAND AND CHOIR: exterior Bricks cracked on north west corner of building also brick veneer coming down on exterior wall. Door needs some sweeps repaired.</p> <p>G 10&11 (STORAGE) : G10 has poor carpet and wall coverings g10 messy. G11 bad white boards. G11 siding bad</p> <p>G 4: rips and tears in wall board. roof chronically leaks. many patches. (not currently leaking)</p> <p>G 9: siding on west side had dry rot. roof has a chronic leak in north east side currently not leaking (patched)</p> <p>LOWER C WING: carpet c127 stained/worn out.</p> <p>Library vinyl roof has chronic leaks past its life expectancy.</p> <p>POOL AREA: Pool deck and plaster eroding/chipping away. Chlorination system needs modernization.</p> <p>SMALL GYM: Lights fixtures bent and missing screens due to flying basketballs. west exterior wall has broken bricks. back doors by weight room worn out need to be upgraded, closet door jam and corner of door bent beyond repair.(door closes still).</p> <p>THEATER: theater roof is past its life expectancy, there are numerous leaks every year during heavy rain. has been patched many times. stucco on roofs peeling degrading</p> <p>UPPER A WING: carpet and tile floors old throw out. white boards in a208 a207 need to be replaced. a208 table tops have a lot of scratches in graffiti roofs need to be addressed, old and worn out</p> <p>UPPER C WING: exterior beam going from c130 to b wing old rotten needs to be replaced.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>D WING: Clutter on exterior of building, too small engine projects. roof leaks above class room by wood shop during heavy rain. back gate to shop area needs to be replaced homemade gate hinges broken and hard to open.</p> <p>E WING BAND AND CHOIR: exterior Bricks cracked on north west corner of building also brick veneer coming down on exterior wall. Door needs some sweeps repaired.</p> <p>SMALL GYM: Lights fixtures bent and missing screens due to flying basketballs. west exterior wall has broken bricks. back doors by weight room worn out need to be upgraded, closet door jam and corner of door bent beyond repair.(door closes still).</p>

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	69.	75	61	62	47	48
Mathematics (grades 3-8 and 11)	36	38	30	33	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	129	99.23	0.77	75.19
Female	65	65	100.00	0.00	83.08
Male	62	61	98.39	1.61	67.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83	4.17	56.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	98	98	100.00	0.00	77.55
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	2.94	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	128	98.46	1.54	38.28
Female	65	65	100.00	0.00	35.38
Male	62	60	96.77	3.23	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83	4.17	30.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	98	97	98.98	1.02	40.21
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	32	94.12	5.88	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.99	39.57	33.33	45.81	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	279	99.64	0.36	39.57
Female	125	125	100.00	0.00	41.13
Male	150	149	99.33	0.67	38.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	46.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	212	212	100.00	0.00	36.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	63	98.44	1.56	30.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	13.51

2024-25 Career Technical Education Programs

Bear River offers six different Career Technical Education pathways. Each pathway includes 3 or 4 year-long courses:

- Agricultural Mechanics: Ag Mech I -> Ag Mech II or Small Engines -> Ag Mech III
- Ag Business: Sustainable Ag, Beginning Floral, Advanced Floral
- Media Arts: Online Multimedia 1 or Publication Design 1 -> Online Multimedia 2 or Publication Design 2 or CTE Digital Photography -> Media Internship or Publication Internship or literary magazine internship
- Graphic Design: Intro to digital design -> Portfolio development and presentation -> Digital design internship
- Health Careers: Skills for Health Careers 1 -> Skills for Health Careers 2 -> Medical Internship
- Ag Residential and Commercial Trades: Introduction to Residential & Commercial Construction -> Advanced Residential & Commercial Construction
- Stage Technology: Production -> Live Production -> Live Production Management.

2024-25 Career Technical Education Programs

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. In addition to each sector's advisory, 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, and board members.

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

- Dan Prout - Advisory Chair, All Pathways
- Luke Browning - NJUHSD CTE Director, All Pathways
- Suzanne Hall, NJUHSD Workability
- Kathe Frazer, Hospitality
- Melissa Hannebrink, Information Communication Technology
- Kimberly Parker, Economic Development Office
- Jeff Hansen, Building Construction Trades/Agriculture

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	545
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.85
Graduates Who Completed All Courses Required for UC/CSU Admission	10.49

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%

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.

2025-26 Opportunities for Parental Involvement
<p>Our parents and community members are extremely involved and committed to helping students succeed at Bear River High School. We are fortunate to have several parent booster clubs (AG/FFA, Football, Basketball, Band, etc.) that work year-round helping support student activities. We have community members who volunteer as panelists for our Senior Project Mock Interviews and speeches and who speak in our classrooms as special guests. Again, given limited budgets, parents are instrumental in providing transportation for co and extra-curricular activities (such as athletic events, band and choir competitions, etc.). Additionally, we also have many parents, as well as other community members, who donate funds to support different activities and dedicate many, many hours planning and organizing our Senior Grad Night. Furthermore, we have parents participating on our Site Council.</p> <p>Our parents are also heavily involved in planning our activities each year, including our LCAP planning process. We have parents who serve each year on our district's LCAP Steering Committee, which includes a commitment of three full days during the spring. With our WASC accreditation process, our parents are highly engaged in helping us develop our new goals and action plans. We engage our parents with surveys, meetings at the school site, and dialogue with staff. The input we receive from our parents is extremely helpful as we plan for the future. We are fortunate to have an engaged community of families who are invested in the work that we do and supportive of our efforts. Bear River High School had its WASC visitation during the 2023-24 school year where parents played a crucial role in our 6-year accreditation.</p> <p>For the 2023-24 school year, Bear River High School, in cooperation with parents, started a PTC (Parent Teacher Club). This has been very well received by both the community and the staff and has brought a much needed level of parental support to the campus. Something parents had commented has been missing in years past. The staff has felt incredibly supported by our PTC and appreciated the recognition.</p>

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.8	4.9	5.3	8.8	9.3	7.4	8.2	8.9	8
Graduation Rate	96.4	92.7	94	86.8	88.8	89.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	151	142	94.0
Female	59	57	96.6
Male	90	83	92.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	25	23	92.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	115	110	95.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	52	47	90.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	21	20	95.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	684	672	108	16.1
Female	315	311	44	14.1
Male	363	355	64	18.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	119	116	19	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	38	3	7.9
White	506	498	86	17.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	198	191	51	26.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	94	30	31.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.34	4.55	5.85	6.3	6.54	5.07	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.53	0.3	0.58	0.58	0.88	0.52	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.85	0.58
Female	2.54	0.00
Male	8.54	1.10
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.24	1.68
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	5.14	0.40
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.08	0.51
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.58	2.11

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Bear River High School's Safety Plan is reviewed and revised on a yearly basis. Each March, our updated plan is put on file with the Nevada County Office of Education. The purpose of this plan is to identify and respond to incidents by outlining the responsibilities and duties of Bear River High School and its employees. The last safety plan that was submitted to the County office of Education was submitted in March of 2025. This plan was reviewed by Bear River's Site Council (comprised of classified and certificated staff, parents and students) in September of 2025 and will go to the NJUHSD Board of Trustees in February of 2026 for approval. The Nevada Joint Union High School District, in an effort to be more safe and purposeful with our safety plans for each school site, has changed the due date of the safety plan to earlier in the school year from previous years.

The safety plan includes the following: an Introduction (gives an overview of the plan and discusses the purpose of the plan), Concept of Operations (outlines staff roles in the event of an emergency), Organization and Assignment of Responsibilities (outlines each role's responsibilities during an emergency), Direction, Control, and Coordination (discusses the coordination and procedure of each emergency scenario), Communications (outlines the school communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media), Administration, Finance, and Logistics (overview of the costs of each emergency scenario), Plan Development, Maintenance, and Distribution (discusses how the plan will be disseminated), Authorities and References (State authorizations and mandates upon which this Comprehensive School Safety Plan is based) and School Climate (The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school climate).

The remainder of the plan outlines protocol and staff roles for each of the identified emergency scenarios. Along with this plan, Bear River High School utilizes cameras around campus that provide administration 150 different views of the campus; specifically entrances and access points to the campus.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	14	11	4
Mathematics	21	13	12	1
Science	22	6	8	3
Social Science	27	3	8	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	13	9	7
Mathematics	21	11	20	1
Science	25	3	12	
Social Science	27	2	13	4

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	12	6
Mathematics	23	9	18	2
Science	28	3	12	2
Social Science	29	3	10	7

2024-25 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	634

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$10,140.49	\$2,523.75	\$7,616.74	87998.59
District	N/A	N/A	\$1,022.95	\$92,124
Percent Difference - School Site and District	N/A	N/A	152.6	-0.4
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-34.3	-6.3

Fiscal Year 2024-25 Types of Services Funded

Bear River High School offers an array of supplement services to students including:

- *A variety of extra- and co-curricular activities (sports, clubs, etc.)
- *A plethora of activities, presentations, workshops, and more to assist students and parents in the college search/application process
- *Accelerated classes including Advancement Placement and honors courses
- *Breaking Down the Walls school culture-building program for all BRHS students (This happens every other school year)
- *Survive the Drive through California Highway Patrol (This happens every other school year)
- *Career Technical Education pathways in Agriculture, Computer Science, Health Careers, Internship Placement and Digital Media Arts, which provide students with career-related experience and the opportunity to participate in career-oriented competitions, student leadership organizations and job shadowing.
- *Economic Impact Aid funding provides instructional support for English Language Learners (ELL) in the classroom and after school
- *STARS program offers group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- *Comprehensive career development program initiated in grade 9 via the Career Choices course and continued in the 10th, 11th and 12th grades through follow-up modules to keep students on track with their goals
- *Advisory - one day per week (Mondays)
- *Flex Time – daily time (four days per week) for students to seek individual help from a teacher, make-up work or a missed test, use the library or computer lab to do work, seek assistance from a counselor, participate in enrichment offerings, and much more
- *Before and after school tutoring program staffed by credentialed teachers in English and Math.
- *Two full-time, credentialed school counselors who serve as academic, social/emotional, and college/career resources for students.
- *In-school APEX classes offered for credit recovery, with additional options for acceleration
- *Through the district's LCAP, our school site received additional services in the roles of School Psychologist (full-time) and Intervention Specialist (full-time)
- *North Point Academy (NPA) South County Campus and Adult Education held on the Bear River campus

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,044	\$59,531
Mid-Range Teacher Salary	\$86,087	\$95,178
Highest Teacher Salary	\$111,314	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$145,497	\$163,784
Superintendent Salary	\$185,775	\$227,673
Percent of Budget for Teacher Salaries	30.31%	26.91%
Percent of Budget for Administrative Salaries	5.34%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	31.6
-----------------------------------	------

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	2
Fine and Performing Arts	6
Foreign Language	1
Mathematics	0
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	32

Professional Development

The Nevada Joint Union High School District (NJUHSD) maintains a district-wide commitment to high-quality professional development centered on the Professional Learning Community (PLC) framework. PLC teams collaborate around four essential questions focused on student learning: identifying what students should know and be able to do, determining how learning will be assessed, planning interventions for students who need additional support, and designing extensions for students who demonstrate proficiency. Teachers identify Essential Learning Outcomes (ELOs) based on the California Common Core State Standards, develop common benchmark assessments aligned to those outcomes, and use assessment

Professional Development

data to inform targeted interventions and enrichment during the district’s designated Flex Time. The district has strengthened its PLC implementation through training from Solution Tree consultant Maria Nielsen and ongoing support from district PLC specialists and site administrators, with department chairs increasingly leading collaborative work.

Districtwide professional development for the 2025–26 school year is aligned to measurable instructional goals, including improving CAASPP performance by 5% in English Language Arts and 5% in Mathematics. While PLCs remain the primary framework for instructional improvement, each school also receives discretionary professional development funds to support site-specific needs. These funds enable teachers to attend conferences, workshops, and trainings that enhance their content knowledge and instructional practices, ensuring that professional learning remains responsive and relevant at both the district and site levels.

In addition to academic-focused initiatives, NJUHSD continues to prioritize school climate and student wellbeing. The district has partnered with the Nevada County Superintendent of Schools (NCSOS) to implement restorative practices and Peer Solutions programs through grant funding at selected campuses. This grant supports staff training in restorative practices, equips schools with structures for peer-led conflict resolution, and funds the preparation of site-based trainers to sustain restorative approaches over time. These efforts are designed to strengthen positive school culture, increase student engagement, and promote constructive, relationship-centered methods for addressing student behavior and conflict.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5