

Silver Springs 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Silver Springs High School
Street	140 Park Ave.
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 272-2635
Principal	Katy Zaugg
Email Address	kzaugg@njuhsd.com
School Website	https://silversprings.njuhsd.com/
Grade Span	9-12
County-District-School (CDS) Code	29-66357-2930071

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	www.njuhsd.com

2025-26 School Description and Mission Statement

School Description

Silver Springs High School in Grass Valley is a Continuation School located at the Park Avenue Alternative Education Site. The school serves grades 10-12 continuation high school students as well as providing a young parents/pregnant teen program.

Mission Statement:

2025-26 School Description and Mission Statement

At Silver Springs we recognize our individual talents and abilities, strive for academic and social excellence, and thrive as productive citizens.

Vision Statement:

Silver Springs is a CA Continuation High School that cultivates individual students utilizing Social Emotional Learning and Restorative Practices. Students will flourish in a safe and relevant environment exceeding expectations on state standards in order to graduate and move into the world with confidence to pursue a career and further their education.

Schoolwide Learning Objectives Silver Springs students will be:

Competent in Basic Academic Skills by completing the following:

Meeting district graduation requirements and earning a high school diploma

Successful Personal Managers who:

- Take responsibility for their decisions and behaviors
- Problem solve and adapt to changing situations
- Establish immediate and long-term goals
- Utilize available campus/community resources
- Adopt a healthy/fit lifestyle

Effective Communicators who:

- Speak and listen respectfully
- Demonstrate the ability to write in a variety of styles
- Utilize relevant and appropriate technology
- Establish and maintain healthy relationships

Tolerant & Compassionate Citizens who:

- Comprehend diverse cultures
- Demonstrate common courtesy and respect for others
- Respect and care for their personal and global environment
- Understand and participate in the democratic process
- Engage in activities that benefit their community

Employable by:

- Successfully completing and presenting their Senior Portfolio
- Being punctual, reliable and prepare
- Appropriately dressing and speaking for the work place
- Taking and following directions
- Collaboratively working with others

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	8
Grade 11	28
Grade 12	44
Total Enrollment	80

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.3
Male	53.8
Non-Binary	5
American Indian or Alaska Native	1.3
Black or African American	1.3
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	1.3
Two or More Races	7.5
White	77.5
Foster Youth	3.8
Homeless	11.3
Socioeconomically Disadvantaged	97.5
Students with Disabilities	32.5

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)	10.6	78.02	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)	0.3	2.42	5.3	3.65	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	19.27	14.7	9.98	11953.1	4.28
Unknown/Incomplete/NA	0	0.22	10	6.8	15831.9	5.67
Total Teaching Positions	13.6	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)	9.4	76.83	116	82.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.7	0.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	4.07	6.9	4.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	18.62	13	9.24	11746.9	4.23
Unknown/Incomplete/NA	0	0.33	4.2	3.01	14303.8	5.15
Total Teaching Positions	12.3	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)	10.2	86.44	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	0	2.4	1.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	13.48	12.8	8.71	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.5	3.06	13705.8	4.91
Total Teaching Positions	11.8	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	0.00	0	0
Misassignments	0.30	0.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	0.5	0

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
Local Assignment Options	2.60	2.2	1.6
Total Out-of-Field Teachers	2.60	2.2	1.6

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)	10		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.8	0

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

The NJUHSD District Curriculum Committee, (DCC) employs a regular textbook adoption schedule. DCC adopted new curriculum in English, and Social Studies in 2018/2019, Science 2019/20. All textbooks that are aligned are aligned with CA state curriculum standards and other district sites .

Year and month in which the data were collected August 2025

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	Textbooks cover the state adopted content standards according to the course of study reviews and are current (2018/19). Pearson My Perspective Grade 9-12	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current. (2015/16) Textbook is Integrated	0.0
Science	Environmental Science McGraw Hill/Savvas 2021 Inspire Earth Science McGraw Hill 6/17/2020	0.0
History-Social Science	World History, Culture, & Geography The Modern World California McGraw Hill 2019 4/10/2019 Modern US History Savvas Learning Company 4/10/2019 American Government: Stories of a Nation Bedford, Freeman, & Worth 4/10/2019 Economics: Principles in Action Pearson Prentice Hall or Savvas Learning Company. 4/10/2019	0.0
Foreign Language	Not Applicable as we do not have courses at Silver Springs High School	0.0
Health		0.0
Visual and Performing Arts		0.0
Science Laboratory Equipment (grades 9-12)	Silver has updated Science lab equipment and materials to teach labs	0.0

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

School Facility Conditions and Planned Improvements

The staff at Silver Springs High School believes that a safe, attractive, and well-maintained campus is essential for the success of the learning process. We make a diligent effort to ensure that all students feel comfortable in the environment we provide.

The Park Avenue Alternative Education Site includes Silver Springs High School, the Young Parents Project, and the Early Head Start Infant/Toddler Program. The Silver Springs High School Park Avenue campus is the most historic in the district, having been built in 1933 as the original high school in the county. Over the years, additional buildings and portables have been added to accommodate program growth. Although the main building is quite old, the campus is clean and the grounds are well-maintained. Maintenance and Operations, Custodial, and Groundskeeping staff, along with students and instructional staff, take great pride in keeping the campus tidy and well-kept.

In recent years, significant improvements have been made to enhance accessibility and the exterior of the site, funded by Measure B, a \$47 million facilities bond approved in late 2016. The main building and A-wing received new exterior paint in October of 2023, and the interior was repainted this year. Our gymnasium had a new floor installed the year before last, and this Fall and Winter, both the gym and cafeteria received new HVAC systems. The basement area has been remodeled for the Building and Construction Trades course.

Annual inspections of the school site are conducted by the district's maintenance and operations staff. The most recent inspection found no facility problems that posed a threat to the health or safety of students and staff.

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			
Interior: Interior Surfaces	X			A wing boys R R: Partion is needed Cafeteria: OK Construction Trades:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Admin. office: Light is out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B1 all gender RR: Sink runs to long
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Media rm. storage: OK
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gym: Windows are singel pain and leak in extream weather

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)	20	19	61	62	47	48
Mathematics (grades 3-8 and 11)	3	3	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	39	31	79.49	20.51	19.35
Female	19	12	63.16	36.84	33.33
Male	19	19	100.00	0.00	10.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	24	80.00	20.00	12.50
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	26	81.25	18.75	11.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	39	30	76.92	23.08	3.33
Female	19	11	57.89	42.11	9.09
Male	19	19	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	23	76.67	23.33	4.35
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	25	78.13	21.87	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	3.26	5.88	33.33	48.83	30.73	32.52

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	73	60	82.19	17.81	6.67
Female	33	25	75.76	24.24	4.00
Male	37	33	89.19	10.81	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	58	48	82.76	17.24	6.25
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	52	82.54	17.46	1.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	12	66.67	33.33	0.00

2024-25 Career Technical Education Programs

Nevada Joint Union High School District offers a sequence of courses in the following Career Technical Education Pathways:

Courses offered at Nevada Union High School

Nevada Union offers 11 different Career Technical Education pathways. Each pathway includes 3 or 4 year-long courses:

- Agriculture Business: Ag Career Choices -> Ag Communications or Floral Design -> Ag Apprenticeship or Adv. Floral Design
- Agricultural Mechanics: Ag Mech I -> Ag Mech II or Small Engines -> Ag Mech III
- Animal Science: Agriscience -> Introduction to the Animal Science Industry -> Anatomy & Physiology of Animals

2024-25 Career Technical Education Programs

- Ornamental Horticulture: Forest & Natural Resources -> CDE Environmental Horticulture Science -> Greenhouse & Nursery Management
- Forestry & Natural Resources: Forestry & Natural Resources -> Skills & Safety for Natural Resources Careers I -> Skills & Safety for Natural Resources Careers II
- Media Arts: Introduction to Digital Media -> Multimedia Journalism 1 or Publication Design I -> Multimedia Journalism 2 or Publication Design II
- Automotive: Beginning Automotive -> Automotive Services II -> Advanced Automotive Technology
- Residential and Commercial Trades: Intro to Residential and Commercial Construction -> Advanced Residential and Commercial Construction
- Culinary Arts: Beginning Culinary Arts -> Intermediate Culinary Arts -> Advanced Culinary Arts
- Machining & Forming: Intro to Design -> Principles of Manufacturing -> Manufacturing Internship
- Patient Care: Skills for Health Careers 1 -> Skills for Health Careers 2 -> Medical Interns

Courses offered at Bear River High School

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.

Courses offered at Ghidotti

Ghidotti currently offers 1 Career Technical Education pathway:

Business and Finance Pathway: Business Leadership 1 Business to Leadership 2

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

2024-25 Career Technical Education Programs

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	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	37.5
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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

Parental involvement is encouraged through the School Site Council, which meets regularly to support students and staff, set school priorities, and guide school progress. Silver Springs also holds parent-student meetings as part of ongoing interventions addressing behavior, attendance, and academic progress.

Families are welcomed to quarterly community events that include dinner and student celebrations—beginning with Back-to-School Night in August, followed by a family BBQ at the end of the first quarter, and community dinners with student recognitions each subsequent quarter. These events provide opportunities for families to connect with teachers, meet other families, and engage with campus life.

In addition, families receive a monthly newsletter featuring updates, campus resources (both wellness and academic), and information about upcoming student activities.

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	32.3	34.2	34.8	8.8	9.3	7.4	8.2	8.9	8
Graduation Rate	60.6	65.8	53	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	66	35	53.0
Female	28	19	67.9
Male	35	15	42.9
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	54	31	57.4
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	24	8	33.3
Socioeconomically Disadvantaged	62	32	51.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	10	55.6

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	129	118	111	94.1
Female	57	53	51	96.2
Male	68	61	56	91.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	19	18	94.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	95	88	82	93.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	19	18	18	100.0
Socioeconomically Disadvantaged	117	106	99	93.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	38	37	97.4

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
20.47	30	13.18	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
2.36	2	0.78	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	13.18	0.78
Female	10.53	1.75
Male	16.18	0.00
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	4.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.58	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	13.68	0.85
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.00	2.50

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

Silver Springs High School, in conjunction with the Nevada Joint Union High School District, the Grass Valley Police Department, and other local agencies have adopted a comprehensive school safety plan. Grass Valley Police Department does their "Active Shooter Training" on the Silver Springs Campus annually. Additionally, GVPD also does a presentation to students and staff on "Active Shooter" each year.

The school safety plan was revised and updated in August of 2025. It was shared with families and approved by our School Site Council on September 17, 2025.. Comprehensive procedures for earthquake, fire, lock-down and other emergencies/evacuations are in place and practiced multiple times annually. All staff and students receive training and practice each of the above scenarios a minimum of twice a year. In addition, each classrooms are equipped with an Emergency Preparedness Guide and bag complete with instructions on how to treat potential emergencies and a map with evacuation plans. Staff are trained in attendance protocols to account for students, and four staff members have comprehensive Health Tech/ 1st aide training. One staff member is a previously certified EMT and our Grass Valley PD School Resource Officer (SRO) is also a first responder. The administration is also trained in ICS 100.

The school's safety plan also includes mental health considerations, re-entry and school-wide tragedy protocols. The high school district heavily coordinates with the local county office of education (Nevada County Superintendent of Schools). This organization employs a County-wide Director of School Safety. Silver also participates in bi-weekly coordinated safety meetings with all major school and emergency services in Nevada County (CAUSSS; police, fire, schools, hospital, county emergency services, etc).

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	10	25	2	0
Mathematics	11	14	4	0
Science	15	6	4	0
Social Science	12	17	7	0

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	11	23	2	
Mathematics	13	12	3	
Science	11	9	2	
Social Science	12	13	7	

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	6	20		
Mathematics	7	14		
Science	12	3		
Social Science	7	16		

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	82

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

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	\$24,625.13	\$7,655.36	\$16,969.77	90071.04
District	N/A	N/A	\$1,022.95	\$92,124
Percent Difference - School Site and District	N/A	N/A	177.3	1.9
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	44.7	-4.0

Fiscal Year 2024-25 Types of Services Funded

Silver Springs offers various supplemental services to students:

2024/25

- *Funding Assistant Principal 1.0 FTE
- *Funding Student Support Case Manager- behavior and academic
- * Continued Class Size Reduction @ 23-1 applied to core disciplines
- *One full time Social Worker 1.0 FTE
- * One Campus Intervention Coordinator 1.0 FTE
- * One Campus Security Guard
- * Full-time SPED Therapist ERMS counselor 1.0 FTE

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

Professional Development

District Wide Professional Learning Communities continue this school year. Full days and monthly meeting times allow departments from all NJUHSD schools to unpack content standards, identify and articulate Expected Learning Outcomes, instructional planning, and common assessments.

Professional Develop on site at Silver will focus on two initiatives: student learning and family engagement.

Instruction & Learning:

Through this school wide alignment process we will be identifying and documenting essential content and skills defining learning outcomes across the entire school.

Apply district wide ELOs to Silver specific instructional practices and assessments

Focus on skill building, learning, student ownership

Clear expectations around essential content, expectations and skills benefit all teachers and students

Collaboratively map out the progression of skill development from enrollment to graduation

Shift from credits to learning

Identify site needs

SEL & Family Engagement

Teachers and staff continue to participate in the county's SEL Cohort, with Silver's team members providing training and support for all staff. This year, Silver is prioritizing outreach and family engagement. Funds will be used to increase family participation through expanded communication and outreach efforts, particularly around Family Nights and other school events.

Our goal is to strengthen connections between school and home to promote student success, improve attendance, build confidence, and celebrate student achievements. We also aim to deepen our partnership with the broader community, extending support and opportunities for students beyond high school.

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

