

Nevada Union 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	Nevada Union High School
Street	11761 Ridge Road
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 273-4431 x2004
Principal	Kelly Rhoden
Email Address	krhoden@njuhsd.com
School Website	www.numiners.com
Grade Span	9-12
County-District-School (CDS) Code	29-66357-2935500

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	http://www.njuhsd.com

2025-26 School Description and Mission Statement

Mission Statement: Shaping Experiences Today, Guaranteeing Success Tomorrow.

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

School Description:

Nevada Union High School (NU) serves students in grades nine through twelve and is located in the Sierra Nevada foothills northeast of California's capital, Sacramento. Positioned between Nevada City and Grass Valley, the school serves these two incorporated cities as well as a large surrounding area that includes North San Juan, Penn Valley, Rough and Ready, Lake Wildwood, and Alta Sierra. The Nevada Union High School District spans a broad geographic area, with some students traveling up to 45 miles by bus each day. Established in 1961, Nevada Union High School has been recognized as a California Distinguished School in 1997, 2008, and 2013, and as a National Blue Ribbon High School in 1998. The school holds full accreditation from the Western Association of Schools and Colleges (WASC) through June 2029.

Nevada Union offers a comprehensive academic and extracurricular program. The school operates on a 4x8 rotating block schedule, with students attending four 80-minute classes each day on alternating "odd" and "even" day schedules. This structure provides extended instructional time and opportunities for deeper engagement. The weekly schedule also includes a Monday Advisory period and a "Flex" period four days a week, designed to provide targeted academic intervention and support during the school day.

Program offerings include Performing Arts (drama, dance, band, choir), Visual Arts (drawing and painting, ceramics, photography, theatre arts—set design, and technical theatre), and a robust Agriculture and FFA program. Nevada Union's Career Technical Education (CTE) pathways continue to expand, with current courses in Forestry and Natural Resources, Horticulture and Greenhouse Management, Floral Design, Agricultural Mechanics—Fabrication, Auto Mechanics, Culinary Arts, and Skills for Health Careers. The Humanities Learning Community serves approximately 325 of the school's 1,600 students. Advanced Placement (AP) courses and four years of Spanish instruction are also available. Nevada Union maintains a strong tradition of excellence in athletics, offering 25 interscholastic sports throughout the year. A highly engaged Student Body Governing Board and Executive Council manage a budget that supports more than 20 active clubs on campus.

Current schoolwide goals emphasize a holistic approach to student success. Key priorities include strengthening school

2025-26 School Description and Mission Statement

culture, climate, health, and well-being; enhancing two-way communication among stakeholders; and reinforcing Nevada Union's reputation as the school of choice in the region. Academic goals focus on improving student achievement through consistent, high-quality instruction, assessment, and intervention supported by collaborative Professional Learning Communities (PLCs). Additional priorities include expanding CTE pathways, course offerings, and internship opportunities to promote college and career readiness. The school is also committed to ensuring that special populations—including students receiving special education services, English Learners, and Foster Youth—have increased access to academic interventions and the least restrictive learning environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	438
Grade 10	390
Grade 11	383
Grade 12	350
Total Enrollment	1,561

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	55.2
Non-Binary	0.3
American Indian or Alaska Native	0.8
Asian	0.7
Black or African American	1
Filipino	0.3
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.4
White	70.7
English Learners	1.2
Foster Youth	0.1
Homeless	3.3
Socioeconomically Disadvantaged	37.7
Students with Disabilities	15.9

A. Conditions of Learning

State Priority: Basic

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

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

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)	68.6	82.52	115.4	78.26	234405.2	84
Intern Credential Holders Properly Assigned	0.9	1.11	1.9	1.3	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	3.75	5.3	3.65	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.2	5.06	14.7	9.98	11953.1	4.28
Unknown/Incomplete/NA	6.2	7.52	10	6.8	15831.9	5.67
Total Teaching Positions	83.2	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)	66.3	86.34	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)	4.9	6.5	6.9	4.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	3.54	13	9.24	11746.9	4.23
Unknown/Incomplete/NA	2.7	3.59	4.2	3.01	14303.8	5.15
Total Teaching Positions	76.8	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)	67.6	86.07	123.3	83.88	230039.4	100
Intern Credential Holders Properly Assigned	3.9	5.01	3.9	2.68	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	1.51	2.4	1.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	2.98	12.8	8.71	12112.8	4.34
Unknown/Incomplete/NA	3.4	4.4	4.5	3.06	13705.8	4.91
Total Teaching Positions	78.6	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	1.90	3.9	0
Misassignments	1.10	0.9	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.10	4.9	1.1

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	0.30	0	0
Local Assignment Options	3.80	2.7	2.3
Total Out-of-Field Teachers	4.20	2.7	2.3

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)	2.3	2.4	0
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	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

Year and month in which the data were collected	September 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	English 1, 1H, 2, 3, 3H, 4 - California MyPerspectives English Language Arts Grade 9, 10, 11, 12, respectively Textbooks cover the state adopted content standards according to the course of study reviews and are current. English 9/10 textbooks were adopted in 2018-2019; English 11 was adopted in 2019-2020. AP English Language Composition - APEngLangComp adopted in 2015.	0.0
Mathematics	Integrated I Math - CPM Core Connections, adopted 2023-24 (replacing Algebra 1) Integrated II Math - CPM Core Connections, adopted 2024-25 (replacing Geometry) Algebra 2 - Algebra 2 Common Core AP Calc A/B - AP Edition Calculus 10th ed. Trig/Intro to Calc - Precalculus with Limits Textbooks cover the state adopted content standards according to the course of study reviews and are current.	0.0
Science	Chemistry - Introductory Chemistry, A Foundation - 2020 AP Environmental Science - Environmental Science for the AP Course 3rd ed. Environmental Science - Environmental Science Forensic Science - Forensic Science Fundamentals and Investigations 3rd ed. Human Biology H - Fundamentals of Anatomy and Physiology Fourth Edition Biology - Biology (California the Living Earth) AP Biology - Biology 6th ed. Earth and Space Science - Inspire Earth Science - 2020 Physics - Conceptual Physics 12th ed AP Physics - AP Physics 7th ed.	0.0

	Animal Anatomy & Physiology - Fundamentals of Anatomy and Physiology (CTE/AG) Agriscience - Agriscience: Fundamentals & Applications 4th ed. CDE Horticulture - Introduction to Horticulture - 2020 (CTE/AG) Greenhouse Management - The Commercial Greenhouse - 2020 (CTE/AG) Forest & Natural Resources - Managing our Natural Resources Small Engine Power Systems - Small Gas Engines .	
History-Social Science	World History - World History, Culture & Geography The Modern World California (McGraw Hill) - 2019 AP World History - AMSCO AP ed World History Modern 1200-Present, The Earth and It's People US History - United States History & Geography Continuity & Change (McGraw Hill) - 2019 AP United States History - American Pagent AP ed AP Gov & Government classes use American Government: Stories of a Nation - 2019 American Government and Politics - Impact California Social Studies History and Geography Continuity and Change Economics - Impact California Social Studies Principles of Economics AP Macroeconomics - AMSCO AP Macroeconomics, Krugman's Macroeconomics for AP 2nd ed. Psychology - Psychology in Everyday Life AP Psychology - Myers' Psychology for the AP Course 4th ed. World Geography - Geography Alive! 3rd ed.	0.0
Foreign Language	Senderos is the adoption for Spanish classes -2024 AP Spanish and Spanish 4 - Temas: AP Spanish Language and Culture - 2024	0.0
Health	Freshmen Health: Glenco Health Textbooks cover the state adopted content standards according to the course of study reviews and are current. Health textbooks were adopted in 2022	0.0
Visual and Performing Arts	Students use state-adopted, standards-aligned texts and instructional materials.	0.0
Science Laboratory Equipment (grades 9-12)	Students use state-adopted, standards-aligned texts and instructional materials.	0.0

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

School Facility Conditions and Planned Improvements

The safety and security of the campus are crucial for fostering a positive climate and culture at Nevada Union. The NU Safe School Plan was developed in collaboration with the Nevada County Sheriff's Department and local emergency services. To address safety concerns on campus, we have upgraded and enhanced our video surveillance system. Our custodial and maintenance staff do an excellent job of keeping the campus clean. The student government actively encourages peers to pick up litter, and one of our teachers sponsors a recycling program for paper. Lockers are available for students to store their books and supplies, and our locker rooms are clean and safe for use during physical education classes, athletic practices, and games.

The District is also making progress on a \$47 million facilities bond. Over the past few years, numerous projects have been completed, including updates to infrastructure, parking lots, and ADA-compliant pathways. We have improved underground utilities, water pipes, fiber optic lines, lighting, and electrical systems. In 2021, the modernization of the F-Wing was completed and is currently in active use. A new culinary arts room has also been finished and is being utilized by students. Additionally, a new bus shelter was constructed on the lower campus to provide coverage for students waiting for the bus. Lighting has been

School Facility Conditions and Planned Improvements

upgraded with new fixtures and LED lights to enhance visibility at night. We have also updated the cameras around campus for better monitoring. We also have started to see progress with the solar project that was started in 2020. We have wire ran to the correct locations and we have some of the arrays set in place.

The maintenance and cleanliness of our facilities at Nevada Union High School create a welcoming environment for all students, faculty, and community members. We conduct annual evaluations of our facilities to ensure they are in good working condition. Any discrepancies identified during inspections are recorded in our building management system (FMX) to track repair progress. The school site is inspected annually by the Fire Marshal and our District Facilities Office. The most recent inspection report was completed in December 2025, indicating that the school is in fair standing and demonstrating our commitment to fire safety and campus security. Overall, our facilities are well-maintained and inviting to the public.

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			B wing: electric pannels need labeled better, auto shop gate is in need of repair. B3 and B4 storage areas need the clutter removed fire hazard. Dwing : hallway clutter at east end needs to be removed. D8 light out in classroom. Cover for Hvac is missing G wing: heat needed in restrooms, G15 roof leaks also G6. G12 needs to be removed due to deterioration. ramps to portables are also in bad shape. siding on G wing needs to be painted. G10 door threshold is rotted. I wing- NPA , AE: Upper S wing:
Interior: Interior Surfaces	X			A wing: Missing ceiling tile, Single gang cover broken in conference room 3, holes in the wall in Conference room 3 C wing: Cracked ceiling tiles, light switch cover cracked J wing lower: Brown ceiling tiles from old leak in j105 J wing upper: Missing ceiling tile in J205 MPR/Kitchen: roof leaks at colums in mpr. kitchen hvac needs to be replaced. Fabric on ceiling falling off west gym and locker room : leaks in girls weightroom, restroom has water leaks down wallclutter is stored in hallway of gym and locker room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Dwing : hallway clutter at east end needs to be removed. D8 light out in classroom. Cover for Hvac is missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Ali gym and locker room: G wing: heat needed in restrooms, G15 roof leaks also G6. G12 needs to be removed due to deterioration. ramps to portables are also in bad shape. siding on G wing needs to be painted. G10 door threshold is rotted. Theather: tile in restrooms falling apart.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		B wing: electric pannels need labled better, auto shop gate is in need of repair. B3 and B4 storage areas need the clutter removed fire hazard. Dwing : hallway clutter at east end needs to be removed. D8 light out in classroom. Cover for Hvac is missing west gym and locker room : leaks in girls weightroom, restroom has water leaks down wallclutter is stored in hallway of gym and locker room. wrestling gym: unknown leak in wrestling foyer. clutter is blocking fire exits 3 out of 4 doors
Structural: Structural Damage, Roofs		X	Ali gym and locker room: G wing: heat needed in restrooms, G15 roof leaks also G6. G12 needs to be removed due to deterioration. ramps to portables are also in bad shape. siding on G wing needs to be painted. G10 door threshold is rotted. MPR/Kitchen: roof leaks at colums in mpr. kitchen hvac needs to be replaced. Fabric on ceiling falling off west gym and locker room : leaks in girls weightroom, restroom has water leaks down wallclutter is stored in hallway of gym and locker room. wrestling gym: unknown leak in wrestling foyer. clutter is blocking fire exits 3 out of 4 doors
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		B wing: electric pannels need labled better, auto shop gate is in need of repair. B3 and B4 storage areas need the clutter removed fire hazard. G wing: heat needed in restrooms, G15 roof leaks also G6. G12 needs to be removed due to deterioration. ramps to portables are also in bad shape. siding on G wing needs to be painted. G10 door threshold is rotted.

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)	57	60	61	62	47	48
Mathematics (grades 3-8 and 11)	28	32	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	373	358	95.98	4.02	59.78
Female	171	163	95.32	4.68	63.19
Male	201	194	96.52	3.48	56.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	81	97.59	2.41	41.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30	8.70	76.19
White	257	248	96.50	3.50	64.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	21	18	85.71	14.29	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	152	143	94.08	5.92	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	30.43

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	373	360	96.51	3.49	31.67
Female	171	165	96.49	3.51	30.30
Male	201	194	96.52	3.48	32.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	82	98.80	1.20	20.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	31.82
White	257	248	96.50	3.50	35.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	21	18	85.71	14.29	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	152	143	94.08	5.92	17.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	6.52

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)	34.78	48.79	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	700	673	96.14	3.86	48.44
Female	307	295	96.09	3.91	47.80
Male	391	376	96.16	3.84	48.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	137	98.56	1.44	35.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	59.09
White	494	474	95.95	4.05	51.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	33	29	87.88	12.12	24.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	268	258	96.27	3.73	36.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	89	92.71	7.29	20.22

2024-25 Career Technical Education Programs

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
- 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

2024-25 Career Technical Education Programs

- 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

CTE courses are supported by the District and are integrated into the school's master schedule. Some of these courses are also receiving dual enrollment credit with Sierra College and South Tahoe City College (Culinary only). 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
Noah Levinson - 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	1051
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.5
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	97.92
Graduates Who Completed All Courses Required for UC/CSU Admission	27

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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	97	96	97	97	96.5

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

Parents and guardians play an active role at Nevada Union High School, providing invaluable support for both academic and extracurricular programs. Two major parent organizations contribute significantly to the school community. The NU Connection booster group works to strengthen the partnership between home and school, with particular attention to supporting socioeconomically disadvantaged students. This group provides resources for students and staff, operates the Clothes Closet, and funds campus-wide improvements such as upgrades to the football field sound system, pool resurfacing, and classroom equipment. The Nevada Union Parent Club (NUPC) offers another avenue for family engagement and school support, raising funds for classroom wish lists, organizing staff appreciation events, and assisting students during finals.

Parents also participate in formal advisory and governance roles, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and various Career Technical Education (CTE) advisory committees, and athletic booster clubs to support our athletes and coaches. In addition, Back to School Night at the start of the academic year provides an opportunity for families to meet teachers and learn more about classroom programs. Parent feedback is actively sought through annual surveys, including the Parent School Climate Survey each fall and the District LCAP Survey each spring. The results of these surveys help the school and district monitor school climate, well-being, and overall program effectiveness.

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	4.3	3.1	5.8	8.8	9.3	7.4	8.2	8.9	8
Graduation Rate	90.4	93.7	92	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/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	325	299	92.0
Female	132	126	95.5
Male	193	173	89.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	56	51	91.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	24	21	87.5
White	233	216	92.7
English Learners	11	7	63.6
Foster Youth	0.0	0.0	0.0
Homeless	22	19	86.4
Socioeconomically Disadvantaged	160	148	92.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	53	42	79.2

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/acqrinfo.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	1656	1608	448	27.9
Female	744	722	215	29.8
Male	905	880	230	26.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	13	7	53.8
Asian	16	16	4	25.0
Black or African American	17	17	6	35.3
Filipino	--	--	--	--
Hispanic or Latino	319	306	96	31.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	125	123	38	30.9
White	1155	1125	295	26.2
English Learners	25	24	10	41.7
Foster Youth	--	--	--	--
Homeless	70	69	38	55.1
Socioeconomically Disadvantaged	694	665	250	37.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	274	265	110	41.5

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
5.03	5.34	3.86	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
0.39	1.24	0.54	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	3.86	0.54
Female	2.82	0.13
Male	4.75	0.88
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	5.88
Filipino	0.00	0.00
Hispanic or Latino	7.21	0.94
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	3.03	0.43
English Learners	12.00	0.00
Foster Youth	0.00	0.00
Homeless	8.57	0.00
Socioeconomically Disadvantaged	5.76	0.58
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.93	0.36

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

The Nevada Union High School Comprehensive School Safety Plan (CSSP) was last reviewed, updated, and approved by the School Site Council on September 11, 2025, and subsequently presented to the Nevada Joint Union High School District (NJUHSD) Board of Trustees. The plan was developed in collaboration with local law enforcement and first responders and reviewed by our School Site Council. Key components of the CSSP include procedures for fire evacuation, lockdown, and shelter-in-place emergencies.

The plan also outlines protocols for child abuse reporting; policies related to school discipline, suspension, and expulsion; procedures for notifying teachers of potentially dangerous pupils; and policies addressing discrimination, harassment, and hate crime reporting. The CSSP further details procedures for the safe ingress and egress of students, staff, and visitors.

Emergency procedures—including “Run, Hide, Fight” protocols—are practiced twice annually during Fall and Spring Safety Weeks. Student safety is supported by school administration, a Nevada County Sheriff’s Department School Resource Officer (SRO), and four full-time campus supervisors. We also receive support from our local emergency agencies; Nevada County Sheriff’s Department, Cal Fire, and our local Fire Departments, Grass Valley & Nevada City Police Departments as well.

Key safety systems include the CatapultEMS emergency communication platform, a campus-wide radio network, and the Raptor visitor management system. The Raptor system screens all visitors against the registered predator database prior to issuing a visitor pass. An anonymous reporting tool, accessible via QR codes and the school website, allows students to report bullying or other safety concerns confidentially. All reports are reviewed and investigated by the school administration. Staff members receive ongoing professional development focused on school safety. All staff are trained to administer Narcan, and first responders provide Drug Identification Training through the California Highway Patrol. Nevada Union also partners with local agencies to host an annual Water Safety Training and Awareness Day.

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	19	47	30	9
Mathematics	25	16	26	11
Science	27	5	17	11
Social Science	19	29	13	13

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	22	31	36	8
Mathematics	24	20	28	11
Science	28	4	17	11
Social Science	24	11	22	12

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	18	45	36	9
Mathematics	23	26	21	18
Science	29	3	6	17
Social Science	25	15	31	14

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	291.4

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	2.6

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	\$12,023.65	\$5,048.82	\$6,974.83	\$92,365.77
District	N/A	N/A	\$1,022.95	\$92,124
Percent Difference - School Site and District	N/A	N/A	148.8	4.4
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-42.8	-1.5

Fiscal Year 2024-25 Types of Services Funded

Nevada Union High School provides a wide range of supplemental services that support academic achievement, wellness, and overall student success. These programs are funded through a combination of federal, state, and local sources, including Title I and LCFF Supplemental funds.

Title I Services: Nevada Union serves more than 350 students in grades 9–12 through a robust Title I program. Funded supports include Math Labs for Integrated Math students, 4.5 Title I Case Managers, Title I resources also fund after-school tutoring in the library, parent engagement activities such as Title I Parent Night, Parent Workshops around mental health and student engagement and ongoing communication between the school and families.

English Learner and Targeted Supports: English Learner students receive assistance from two bilingual instructional aides and have access to after-school tutoring. The English Learner Advisory Committee (ELAC) provides ongoing collaboration to ensure equitable access to instruction and services.

Academic and Wellness Supports for All Students: All students may participate in after-school tutoring for core academic

Fiscal Year 2024-25 Types of Services Funded

subjects. The Miner Support Team—a multidisciplinary group of counselors, attendance officers, case managers, campus supervisors, psychologists, and administrators—coordinates academic, behavioral, and social-emotional interventions.

The Wellness Center, staffed by school mental health professionals provides mental health screenings, crisis response, and suicide-prevention services in partnership with the STARS (Student Assistance and Resource Services) program. STARS offers on-campus therapy, wellness screenings, and referrals to community agencies. Additional wellness programs include flex-period classes in Mindfulness, Ala-Teen, and Substance Reduction.

Restorative and Behavioral Support: The RAYS (Restorative Accountable Youth Solutions) program provides students with opportunities to engage in restorative planning and harm-repair activities in collaboration with peers and staff mentors. These efforts reflect Nevada Union's ongoing commitment to restorative practices and a positive school climate.

Professional learning in Universal Design for Learning (UDL) supports staff in developing inclusive instructional practices that meet the needs of all learners.

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	21.7
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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	1
English	8
Fine and Performing Arts	4
Foreign Language	1
Mathematics	1
Science	4
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	53

Professional Development

Professional development at Nevada Union High School is designed to strengthen instruction, enhance campus culture, and promote equitable outcomes for all students. Training aligns with district goals and provides both certificated and classified staff with strategies to support academic achievement and student well-being.

During the 2025–2026 school year, professional learning focuses on collaboration through Professional Learning Communities (PLCs), restorative practices, and technology integration. The districtwide Upstanding in Action initiative continues previous work to foster an inclusive campus culture and equip staff with strategies for addressing bias, promoting empathy, and supporting restorative approaches.

On the September 2025 professional development day, all staff participated in sessions on upstander practices, social-emotional learning, and campus culture. Certificated teams engaged in PLC collaboration to refine common assessments and align instruction. Specialized training in Applied Behavior Analysis (ACT) supported Special Education, intervention, and Title I staff, while classified employees participated in hands-on Google Suite training to strengthen technology proficiency.

Ongoing professional learning throughout the year includes department collaboration, curriculum and assessment development, and training in Universal Design for Learning (UDL) to promote inclusive instruction and student engagement.

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