Silver Springs High School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Marty Mathiesen
Email Address	mmathiesen@njuhsd.com
School Website	https://silversprings.njuhsd.com/
County-District-School (CDS) Code	29-66357-2930071

2021-22 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett W. McFadden
Email Address	jdanieli@njuhsd.com
District Website Address	www.njuhsd.com

2021-22 School Overview

School Description

Silver Springs High School in Grass Valley is a continuation program 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. Head Start operates a fully functioning Infant / Toddler Center on the campus to meet the needs of the pregnant and parenting students.

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 will be a CA Model Continuation High School that cultivates individuals through 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

ALL SILVER SPRINGS HIGH SCHOOL STUDENTS WILL BE:

COMPETENT IN BASIC ACADEMIC SKILLS by completing one or more of the following
- Meeting district graduation requirements and earning a high school diploma
- Earning a Certificate of Completion

SUCCESSFUL PERSONAL MANAGERS who

2021-22 School Overview

- Account for personal 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
- Are able to approach problems and think of reasonable solutions

TOLERANT AND 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 a Senior Portfolio
- Being punctual, reliable and prepared
- Appropriately dressing and speaking for the work place
- Taking and following directions
- Collaboratively working with others

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	30
Grade 11	59
Grade 12	112
Total Enrollment	201

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.8
Male	59.2
American Indian or Alaska Native	0.5
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	12.9
Two or More Races	8.5
White	77.1
English Learners	1
Homeless	6.5
Socioeconomically Disadvantaged	67.7
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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.1	65.4	108.8	77.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.3	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	4.5	3.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.2	34.5	13.8	9.9	12115.8	4.4
Unknown	0.0	0.0	11.2	8.0	18854.3	6.9
Total Teaching Positions	12.4	100.0	139.7	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	4.2
Total Out-of-Field Teachers	4.2

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The NJUHSD District Curriculum Committee, (DCC) carries 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	December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current (2018/19).	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current. (2015/16)	Yes	0.0
Science	McGraw Hill - Inspire Earth & Space Science, McGraw Hill Environmental Science Adopted 2020/21	Yes	0.0
History-Social Science	Savaas World History, American Gov.,	Yes	0.0
Foreign Language	N/A for Silver Springs High School	Yes	0.0
Health	Our District has adopted new Health curriculum in 2016/17. Silver is launching a Health course using this curriculum in 2022/23	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current (2017/18) New adoption cycle underway in 2021/22.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Silver needs updated Science lab equipment and materials	No	0.0

School Facility Conditions and Planned Improvements

The staff of Silver Springs High School believes that a safe, attractive, and adequate school campus is essential to the success of the learning process. A diligent effort is made to ensure that all students feel comfortable in the environment we provide for them.

The Park Avenue Alternative Education Site encompasses Silver Springs High School, the Young Parents Project and the Early Head Start Infant/Toddler Program. The Silver Springs High School Park Ave campus is the most historic in the district. Built in 1933, it was one building on the site of the first high school in the county. Over the years additional buildings/portables have been added to campus to accommodate program growth. While the main building is fairly old, the campus is clean and the grounds well maintained. Maintenance and Operations, Custodial and Grounds keeping, along with students and instructional staff, all take pride in keeping their campus clean and well kept.

This last few years have awarded significant ADA and exterior improvements were made to the site, using Measure B, a $47M facility's bond in late 2016 The Main facility along with A-wing exterior received new paint in October last year, and interior paint this year. Our gymnasium had a new floor installed last year and that space, along with our cafeteria received new HVAC this Fall and Winter.

Annual school site inspections are completed by the district maintenance and operations staff. The last inspection found no facility problems which posed a threat to the health or safety of students and staff.

The District initiated a new cycle of Master Facilities planning in Fall 0f 2021. Silver eagerly participated in identifying many potential upgrades and site improvements.

Year and month of the most recent FIT report	12/20

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC gymnasium and Cafeteria 2021
Interior: Interior Surfaces	X			Painted Fall 2021. New gym floor 2020.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Improved since summer 2021.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Site requested an additional water filter/water bottle filler in 2020.
Safety: Fire Safety, Hazardous Materials	X			Site needs attention to PA systems, bells, and loudspeakers in each classroom.
Structural: Structural Damage, Roofs	X			Small leaks in roof of the portables and main building are fixed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Site is in need of assorted window upgrades.

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

* Aligned with CA CCSS for ELA and mathematics;
* Available to students in grades 3 through 8, and grade 11; and
* Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

* Smarter Balanced ELA and mathematics summative assessments;
* Other assessments meeting the SBE criteria; or
* Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	22	26.51	73.49	31.82
Female	35	11	31.43	68.57	36.36
Male	48	11	22.92	77.08	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	18	27.69	72.31	38.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	18	6	33.33	66.67	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	16	26.23	73.77	25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	3	20	80	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Female	35	NT	NT	NT	NT
Male	47	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	64	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	82	3	3.65	96.34	1.02
Female	45	3	6.66	93.33	N/A
Male	37	0	0	100	N/A
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	1	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	2	3.07	96.92	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

Homeless	18	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	1	1.63	98.36	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	0	0	0	0

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	16.67	N/A	36.08	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	48	26.97	73.03	16.67
Female	73	21	28.77	71.23	9.52
Male	105	27	25.71	74.29	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	7	33.33	66.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	4	28.57	71.43	--
White	136	35	25.74	74.26	17.14
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	32	12	37.50	62.50	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	32	27.35	72.65	9.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	5	13.89	86.11	--

2020-21 Career Technical Education Programs

Career Technical Education Programs and Sierra College classes are available to all of our students. Our District CTE advisory committee meets annually.

In 20/21, Silver Springs launched a new site based CTE pathway -- Building & Construction Trades. Silver has also started the effort of expanding transportation access to other district schools and their respective CTE pathways.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.57
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.55
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parental involvement is primarily available through our School Site Council, which has regular meetings and provides opportunities to assist students and staff, direct school priorities, and guide school progress. Parents are also encouraged to connect through a wide range of school activities and after school programs that include music, drumming, yoga, cooking, graduation, and student leadership. Silver conducts regular parent meetings with students for a range of interventions that cover behavior, attendance, credit progress etc. Silver Springs puts on a full scale dinner during Back-to-School Night in our cafeteria. The school provides regular all-call and email, and web communication with our parent body regarding all events.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	23.8	24.1	23.4	5.9	8.0	6.4	9.0	8.9	9.4
Graduation Rate	71.4	61.4	66.1	91.9	86.4	88.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	124	82	66.1
Female	52	42	80.8
Male	72	40	55.6
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	15	9	60.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	11	6	54.5
White	94	64	68.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	27	16	59.3
Socioeconomically Disadvantaged	103	66	64.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	29	20	69.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	271	239	195	81.6
Female	117	101	77	76.2
Male	154	138	118	85.5
American Indian or Alaska Native	4	4	3	75.0
Asian	0	0	0	0.0
Black or African American	3	1	1	100.0
Filipino	2	2	2	100.0
Hispanic or Latino	34	28	25	89.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	20	17	85.0
White	205	184	147	79.9
English Learners	3	3	3	100.0
Foster Youth	5	3	3	100.0
Homeless	28	22	20	90.9
Socioeconomically Disadvantaged	205	178	149	83.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	42	36	85.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	40.44	0.37	10.97	0.60	3.47	0.20
Expulsions	2.67	0.00	0.61	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.39	3.09	2.45
Expulsions	0.87	0.14	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.00	0.00
Male	0.65	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.13	0.00

2021-22 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 is reviewed and revised annually if and when necessary. 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 classroom is 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 Heath 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 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).

Silver is building an additional Wildfire Safety Plan for submission to its School Site Council this Spring.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	15	9	5	
Mathematics	17	6	4	
Science	27	1	4	
Social Science	17	6	4	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	11	5	
Mathematics	19	5	4	
Science	21	3	2	
Social Science	14	10	4	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	22	5	
Mathematics	10	17	3	
Science	15	7	2	
Social Science	12	19	5	1

2020-21 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	201

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0
Other	1.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$20,366.75	$5,027.54	$15,339.21	$74,347
District	N/A	N/A	$10,331.76	$78,404
Percent Difference - School Site and District	N/A	N/A	39.0	-5.3
State			$8,444	$83,672
Percent Difference - School Site and State	N/A	N/A	58.0	-11.8

2020-21 Types of Services Funded

Silver Springs offers various supplemental services to students:

2018/19
*Economic Impact Aid funding provides instructional support for English Language Learners (ELL) in the classroom and after school.
*STARS program which includes group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
*YPP (Young Parents Program) provides funding for case management and academic supportive services for expectant and parenting students district-wide, with the HeadStart Infant/Toddler Center located on the Silver Springs campus.
*Associated Student Body/Leadership
*Anti-bullying program Breaking Down Down Walls implemented in the 2012/13 school year.
*School Site Council
*AVP The Alternatives to Violence Project (AVP) is a volunteer-run conflict transformation program. Teams of trained AVP facilitators conduct experiential workshops to develop participants' abilities to resolve conflicts without resorting to manipulation, coercion, or violence

2019/20
*Site was funded for a 1.0 FTE an Assistant Principal in 2019/20
*Class Size reduction 23:1 for all continuation high school core curriculum classrooms
*On Campus Intervention (Includes 1.0 FTE Intervention Coordinator)
*RISE Special Education ED classroom (included 1.0 FTE Mild/Mod SPED certificated staff, 1.0 FTE Mental Health ERMHS Therapist, and 1.0 FTE Paraeducator)
*10 hours per week mental health counseling through STARS Student Assistance Program

2020/2021
*Cont'd funding Assistant Principal, 1.0 FTE.
*Cont'd class Size reduction 23:1 for all continuation high school core curriculum classrooms
*On Campus Intervention (Includes 1.0 FTE Intervention Coordinator)
*RISE Special Education ED classroom (included 1.0 FTE Mild/Mod SPED certificated staff, 1.0 FTE Mental Health ERMHS Therapist, and 1.0 FTE Paraeducator)
*10 hours per week mental health counseling through STARS Student Assistance Program

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$50,347	$50,546
Mid-Range Teacher Salary	$74,672	$81,807
Highest Teacher Salary	$96,553	$103,463
Average Principal Salary (Elementary)	$0	$0
Average Principal Salary (Middle)	$0	$169,216
Average Principal Salary (High)	$121,478	$140,004
Superintendent Salary	$170,000	$182,878
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	0

Professional Development

Professional Development has been focused primarily on building a schoolwide Professional Learning Community (PLC) acknowledging that fact that almost all departments are composed of a single teacher. Nevertheless, dozens of hours and multiple days have been executed and led by professional trainers as well as site administration to unpack content standards, identify and articulate Expected Learning Outcomes, instructional planning, and common assessments. Silver Springs also revisited it's school mission, vision, and values starting in Fall 20/21 and completing these in Fall 21/22.

Staff and administration have built, articulated and executed a Multi-Tiered, Support System that includes one, full-time Teacher on Special Assignment (TOSA) as in Intervention Specialist who also runs an On Campus Intervention Program utilizing Restorative Practices, Trauma Informed Teaching, and curriculum aimed at teaching students California Socioemotional Learning Competencies (CASEL standards).

Silver Springs launched a Restorative Practices Peer "Council or Court that we call Restorative Accountable Youth Solutions as an alternative to suspension / disciplinary intervention program.

Staff and administration have also dedicated PD days to assess and alter the school mission and vision as well as the School Learning Outcomes. Additionally, staff and administration built a Blueprint for Success that articulates the components of a successful learning environment and classroom culture. This "Blueprint" is in print and visible on posters in all classrooms.

20/21 also brought with it the reality of COVID 19. Staff has conducted 10 days of professional development towards instituting distance learning protocols as well as training in (new for Silver) Learning Management System Schoology. Staff individually have pursued distance learning PD as well.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	7

Nevada Joint Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett W. McFadden
Email Address	jdanieli@njuhsd.com
District Website Address	www.njuhsd.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	613	413	67.37	32.63	60.85
Female	288	198	68.75	31.25	70.10
Male	325	215	66.15	33.85	52.17
American Indian or Alaska Native	12	8	--	33.33	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	41	62.12	37.88	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	25	64.10	35.90	60.00
White	481	327	67.98	32.02	64.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	42	20	47.62	52.38	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	137	54.80	45.20	55.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	59	55.66	44.34	21.82

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	612	6	0.98	99.02	--
Female	288	1	0.35	99.65	--
Male	324	5	1.54	98.46	--
American Indian or Alaska Native	12	1	--	91.67	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	1	1.52	98.48	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	0	0.00	100.00	--
White	480	4	0.83		--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	42	2	4.76	95.24	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	3	1.20	98.80	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	6	5.66	94.34	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.