



SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

Nevada Union High School

11761 Ridge Rd.

Grass Valley, CA 95945

Nevada Joint Union High School District

March 13-15, 2023

Visiting Committee Members

Melissa Mathews, Chairperson
English Teacher, Inderkum High School

Nancy Dempsey, Member
Director, Napa COE Juvenile Court School

Justin Tate, Member
Associate Principal, Central Valley High School

Kym Milisci, Member
Assistant Principal, Pioneer High School

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

For their Mid-Cycle report in 2020, certificated and classified staff reviewed and evaluated progress on their Action Plan. Data was also collected and presented to all stakeholders- certificated and classified staff, parents, students, and administration- in various formats. Using this process, NUHS developed their current Mission, Vision, Staff commitments and Schoolwide Learner Outcomes. Shortly following their mid-cycle visit, like most other comprehensive high schools, they went into distance learning, then a hybrid model due to the pandemic. One benefit from the pandemic was the move to Schoology, a single platform that is used for all grading and classroom protocols. The current self-study process faced the challenges of a transition in WASC coordinators and a shifting post-pandemic engagement process. Nevada Union High School has created a full self-study using data with an effort to involve all parents, community, staff, students, and administration.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The involvement and collaboration of stakeholders in the self-study reflects an accurate description and some analysis of what currently exists at the school.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

Since their last full self-study and mid-cycle, Nevada Union has been able to address major concerns brought forth from their own study and Visiting Committee recommendations. The first concern was for more emphasis on the vision, mission, and school-wide learner outcomes. Staff recognizes the continued need to focus on student and staff understanding and implementation of these on a school-wide level. The 2020 visiting committee pointed out the need for a more streamlined communication tool. This need was exacerbated by COVID, with the result being that the District implemented the use of Schoology as a single tool for all teachers to deliver content and information to students. The staff, students, counselors, parents, and other stakeholders agree that the improvement in communication has been exponential since this implementation. The last focus in the mid-cycle report was the need for a schedule which allowed for more student choice and time for intervention. The pandemic created a time for all stakeholders to discuss, create, and vote on a 4x8 bell schedule that met the needs of the students. Since that vote, Nevada Union is in its second year of the new bell schedule that offers time for students to participate in more CTE or performing or fine arts classes, and a Flex period during the school day that allows for timely intervention for students working toward mastery of standards in their classes.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

In terms of progress since the last self-study, NUHS has achieved several of their critical areas of need, including a new schedule, and the implementation of the PLC model intended to improve student learning.

Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Nevada Union High School Is located in Grass Valley, and serves the mostly rural Western Nevada County, which is located between Sacramento and Lake Tahoe. The area is rich and diverse in its history, beginning with the gold rush of the late 1800s, followed by a booming forestry industry, waves of environmental activism, top-tier visual and performing arts, agriculture, and growing tourism industry. In recent decades, area businesses have established a very large footprint in video technology as well. The school has 24 sports teams; a Humanities academy; a strong offering of CTE pathways (Agriculture, Culinary, Sports Medicine, Automotive Tech, Woodworking, TV Production, and Engineering), courses in Visual and Performing Arts (Drama, Dance, Choir, Band, Ceramics, Drawing & Painting, Photography); 15 Advanced Placement course offerings; and other electives such as NFL Debate, Student Leadership, Horticulture, Psychology, Yearbook, Weight Training, Peer Tutoring for students with special needs. NU has a strong history of athletic section titles, a nationally competitive FFA program, and a Debate Team that competes successfully with parochial teams across the nation. The trend of declining enrollment over the last several years, a growing population of below poverty families, and an increase in charter schools has presented a unique set of challenges requiring NU to rethink and adapt in ways that meet student needs but keep the core values of the community.

The school has strong parent and community support including the Nevada Union Parent Club (NUPC), NU Connection, a 501(c)(3) committed to connecting the high school to our more at-risk families and has made substantial donations to school programs (Culinary, Performing and Fine Arts, and Athletics), and to campus improvement and beautification. NU is also

supported by other booster programs that support Band, Choir, Debate, Visual Arts, Drama, Dance, Football, Basketball, and Alpine Ski. The community shows strong support for NU, as evidenced by 6 local businesses recently donating a new scoreboard with live-streaming technologies which, along with donations from a local tech company, gave students the opportunity to learn new skills as they live-streamed different events on campus. The passage of a bond measure in 2018 continues to fund upgrades on the campus including upgrades to the parking lots, underground gas lines, water drainage, and the coming addition of solar panels.

According to the last CDE Dashboard report, NU had an enrollment of 1477 students with 40% of those being socioeconomically disadvantaged, 2.7% English Learners, and .1% foster youth. The dashboard shows academic performance as low (17.3 points below standard) in English, and low (74.7% below standard) in mathematics. While white students scored low, Hispanic, socioeconomically disadvantaged students, and students with disabilities scored very low. In 2019, NU entered Differentiated Assistant to improve the achievement of their homeless students and students with disabilities.

Since the last self-study, stakeholders have revised the guiding statements of NU, and staff is working to embed them into the campus culture and instruction. Those statements are:

VISION: To shape lifelong learners and thoughtful, productive citizens who will contribute to our global community.

MISSION: Shaping experiences today, guaranteeing success tomorrow.

SCHOOLWIDE LEARNING OUTCOMES (SLOs): Nevada Union Miners:

1. Read, write, and communicate effectively in all content areas
2. Are critical thinkers who evaluate evidence and use appropriate tools to construct viable arguments.
3. Are engaged and self-directed learners who welcome and persevere through challenges.
4. Work collaboratively and independently to problem-solve and produce new ideas to be successful in school and the workplace.
5. Display responsible citizenship by being involved in the community and understanding diverse cultures.
6. Are empowered individuals who make sound decisions about physical, emotional, and mental health.

STAFF COLLECTIVE COMMITMENTS:

- All students will learn at high levels.
- Actively seek ways to build positive relationships.
- Reinforce job skills on a daily basis to help students live independently.

- Support student goals by teaching and modeling productive work ethic.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

With input from stakeholders, Nevada Union High School revisited their vision and mission since their last full self study. They are:

VISION: To shape lifelong learners and thoughtful, productive citizens who will contribute to our global community.

MISSION: Shaping experiences today, guaranteeing success tomorrow.

SCHOOLWIDE LEARNING OUTCOMES (SLOs): Nevada Union Miners:

1. Read, write, and communicate effectively in all content areas
2. Are critical thinkers who evaluate evidence and use appropriate tools to construct viable arguments.
3. Are engaged and self-directed learners who welcome and persevere through challenges.
4. Work collaboratively and independently to problem-solve and produce new ideas to be successful in school and the workplace.
5. Display responsible citizenship by being involved in the community and understanding diverse cultures.
6. Are empowered individuals who make sound decisions about physical, emotional, and mental health.

STAFF COLLECTIVE COMMITMENTS:

- All students will learn at high levels.
- Actively seek ways to build positive relationships.
- Reinforce job skills on a daily basis to help students live independently.
- Support student goals by teaching and modeling productive work ethic.

This information is posted on campus, but according to their self-study , more work can be done to communicate and reinforce the vision and mission with staff and students.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

While the site has reviewed and revised their vision, mission, and SLOs, they need to integrate them into the daily work of the school.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

Stakeholders understand the role of district administration and their governing role over Nevada Union High School. Parents and other stakeholders are aware of the uniform complaint process that is posted on the district website.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school board and administration work with stakeholders with a goal of creating programs that support high achievement for all students.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

The school board and district administration work together with the principal and site administration to review and approve the SPSA. The LCAP Committee is composed of 36 people with 6 subgroups; parents, students, certificated staff, classified staff, community partners, and administration. This diverse team of stakeholders oversee the process of receiving and reviewing feedback from a broad range of stakeholders to form the LCAP goals and objectives and review data to make decisions. In an effort to move all students forward, the district has adopted the Professional Learning Community model that uses data to drive its instructional focus, with the process of reviewing data already being utilized. Teachers have regular collaboration time during Monday late start and one FLEX time per week to review data to inform instruction.

Leadership: *Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.*

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

District and site stakeholders use data to inform the LCAP process and will use data on a regular basis to inform instruction through the PLC model.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and

relationships of leadership and staff.

Visiting Committee Comments

Nevada Union High School follows district protocols for hiring and training staff. A recent emphasis on implementation of the Professional Learning Communities has provided time with Solution Tree's Maria Nielson for staff development. The district provides five days of professional development- four at the school year's start, and one mid-year. The local site has 1.5 days of professional development. The district also provides one day outside of contract hours for teachers to participate in professional development of their choosing. The evaluation process for certificated staff has recently been revised and is a robust and authentic process of feedback and growth.

Staff: Qualified and Professional Development that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The professional development around PLCs has prepared staff to implement data driven instruction that supports high achievement for all students.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Visiting Committee Comments

According to NU's Self-Study, school leadership closely monitors and participates in the District LCAP process and advocates for adequate staffing at Nevada Union. Leadership

collectively plans and budgets the school site allocation with the School Site Council and all staff. Funding for Nevada Union from staffing allocations to classroom furniture to facilities improvements are all aligned to the school SPSA, NJUHSD LCAP, SLOs and other standards. Our District submits to regular annual audits, fiscal and programmatic. NJUHSD has also gone through two Federal Program Monitoring audits recently as well as a Significant Disproportionality audit by CDE for our district SPED program. There have been major facility improvements at Nevada Union due to funding through measure B. There has been a new Culinary Arts upgrade with restaurant grade kitchens. Multiple areas on campus have been revamped to improve accessibility. A new solar panel installation will be coming soon.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Working with district, state, and federal oversight, staff allocates resources that provide a safe learning environment, instructional materials, and technology that support high achievement for all students.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders

inform the public and appropriate governmental authorities about the financial needs of the organization.

Visiting Committee Comments

<Enter text here>

Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

<Enter text here>

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Implementation of PLC model
- Improved relations with governing board and district administration
- Improved aligned within the district

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Imbed mission, vision, and SLOs into school culture
- Evaluate the effectiveness allocation of resources in regards to classified staff

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence for this section came from the following areas: self-study report, focus group meetings feedback with both teachers and students, site and district administration feedback, and classroom observations, and PLC documentation. .

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

Visiting Committee Comments

Nevada Union High School has adopted aligned with the state standards in all core academic subjects. Along with the core subject areas, the school has adopted several curricula to support students in SEL, College/Career Readiness, and real-world skill development (Get Focused/Stay Focused). Implementation of the Get Focus/Stay Focus has been inconsistent when discussing with students and staff. Focus has been placed on 9th grade students receiving a semester of instruction where they develop a 10 year plan. Continued focus on Get Focused/Stay Focused curriculum occurs in the students ELA course from 10th to 12th grade.

A renewed focus on Professional Learning Communities began in the district in the 2018/2019 school year. The district is currently on a phased roll-out of expectations and progress towards operating as a true PLC. Content teams have identified Essential Learning Outcomes (ELO's) in all subject matter and have worked to develop pacing guides and instructional calendars based on the adopted curriculum and established ELO's. Some work has been done district-wide on implementation of ELO's in certain departments. The site is also working towards ensuring PLC's are data-driven and developing common assessments. Teams have been collecting data on student progress towards mastery of ELO's. The FLEX time built into the day has been utilized for reteaching opportunities, extension, and enrichment activities.

Nevada Union High School has a robust offering of Career and Technical Education (CTE) courses along with many opportunities for students to participate in Internships within the

community. Students also complete a Senior Project that focuses on career exploration through a mentor program that culminates with a final presentation. Students are also offered college credit for the completion of several courses due to their relationship with local community colleges.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Nevada Union is utilizing relevant standards-based curriculum; however, the interaction and integration of the curriculum through the PLC process is not leading to the level of rigorous instruction needed to support the high achievement for all students.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

Nevada Union has a range of courses and pathways for students to participate in during the school day. On top of the ability for students to take honors/AP courses, students have the ability to take both core and elective courses in Visual and Performing Arts, Technology, Ag, World Language, and Culinary Arts with many of these courses offering a CTE pathway. Students are also provided with dual enrollment opportunities and internships within the community. Seniors also participate in a mentorship in a field of their choice as part of their senior project. Students who are EL or identified as Title I are provided support classes to support their progress in progressing towards grade-level standards.

The site has also worked to establish Individual Academic Plans (IAP) for each student, outlining the educational courses to be completed during their time at Nevada Union. Counselors meet with every incoming 8th-grade student in order to establish these plans before students articulate to the site. These meetings are held via Zoom for students, parents, and counselors to participate in developing a cohesive plan for each student. These plans are reviewed annually and adjusted based on the students academic performance and interest.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Nevada Union provides their students with equitable access to curriculum that supports high achievement for all students through their variety of programs through their CTE, Internships, Mentor Programs, and Dual-Enrollment options. Students have the opportunity to establish individual Academic Plans with their counselors and review annually in one-on-one meetings.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- Progress in PLC work with common ELO's and pacing in some departments
- Strong CTE pathways, Internships, and mentor program for students
- Numerous options for electives

Growth Areas for Continuous Improvement for Curriculum:

- Continuing implementation of the PLC timeline identified by the district
- Reenergize focus on Get Focus/Stay Focus in grades 10th through 12th.
- Continue the process of creation and data evaluation of common formative and summative assessments.
- Align department practices with district adopted curriculum and classroom instruction.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence for this section came from the following areas: self-study report, focus group meetings feedback, parent meeting feedback, site and district administration feedback, and classroom observations. Specifically, the alignment within departments around the organization of curriculum, standards, common formative assessments, and the implementation of the PLC process.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

Teachers use a variety of engagement strategies like Jeopardy, warm ups, circle check-ins, choice boards, socratic seminars, and by using books in the English classroom that are current and relevant to student interest. Many departments also have clearly aligned expected learning outcomes (ELOs) that are readily available and used by most teachers, including special education teachers who work to ensure that students they support are understanding the most central components, or “boulders,” that department has established as most the important academic standards for the discipline.

Many teachers post ELOs for the unit of study, some on the board, some in slide presentations that remain accessible on Schoology so that students are aware of the learning expectations. When asking students what they were learning, some were able to answer with a version of the daily ELO; however, some were not able to speak to their learning for the day.

In the student focus groups, students reported that they utilize their Chromebooks and technology in a majority of their classrooms on a regular basis. Students also reported through the focus groups that they felt that some courses need to increase their rigor to support their mastery of the standards. Students also report that teachers are highly passionate about their subject matter and are willing to help when students advocate for it. Students also report that teachers are utilizing the FLEX time effectively and tagging students for extra support.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Nevada Union has established relevant learning experiences that support student achievement. An increased focus can be placed on increasing student engagement to increase student buy-in and mastery of the ELO’s.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

Nevada Union provides students with a chromebook where a majority of their assignments and curriculum are located. The school currently utilizes Schoology as their schoolwide educational platform where assignments and grades are posted. Students and parents are able to access and track their student progress in a course with up-to-date information and feedback from the teachers. The Chromebook is also utilized as an instructional tool during instruction with students engaged in note taking, interactive activities, or assignments through online curricula.

During classroom visits, students were observed in a variety of activities. A majority of classes were observed in some form of lecture process where students were copying notes while the teacher presented. There were observations of teachers providing activities that were engaging students in the learning and applying critical thinking skills.

ELO's were observed to be posted in some classrooms. Teachers did report that many place the ELO at the start of the lesson on the presentation and that there is no expectation to have them posted and visible for the entire period. Some teachers were observed providing similar lessons based around the same standard.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Nevada Union has demonstrated that they are actively utilizing a variety of strategies and

resources to meet the needs of their students and support high achievement for all students. The site can increase their focus on transitioning to student-centered, or student facilitated, instruction instead of standard lecture based lessons.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- Collaboration between SPED and General Education Teacher to ensure “boulder” concepts are taught
- New schedule which allows students more access to elective/CTE, and intervention options.

Growth Areas for Continuous Improvement for Learning and Teaching:

- Increased use of academic discourse within the classrooms.
- Consider creation of site instructional norms (learning targets, engagement strategies, academic discourse).
- Ensure all students understand the daily ELO or learning target to ensure student clarity.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence for this section came from the following areas: self-study report, focus group meetings feedback with both teachers and students, site and district administration feedback, and classroom observations.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

With the support and backing of the NJUHS, Nevada Joint Union High School District, Nevada Union High School began implementation of PLC practices and Mastery Learning in an effort to improve Tier One instruction and develop cohesive Formative and Summative assessments and practices by subject/level teams. This was done in part to improve overall student performance and improve upon the accountability and reporting process. NJUHS also moved to a different data collection platform (Schoolology) to help improve the reporting to all stakeholders of data collected from common assessments and to improve accountability of teachers and students.

NUHS changed its bell schedule to a '4 x 8' model and has embedded weekly intervention supports on Mondays that include: Flex time, Advisory and PLC Collaboration time. Students attend classes on an Odd/Even schedule.

The expectation is Levels of performance are to be determined by Department-level PLC's which are driven by State Standards. Subject/Level PLC's are expected to collaborate to determine common ELO's for each unit of study. All departments are expected to use common

rubrics by subject and level, and assessments and grading scales in an effort to create equitable and effective systems for collecting and disaggregating data. School Administration has provided a syllabus template for all departments to use to develop common syllabi that maintain consistency for both parents and students when seeking information.

NUHS Staff with support and guidance from Site and District leadership have received PD in development of Essential Learning Outcomes (ELO's). NUHS' goal is for PLC's campus-wide to agree upon and use common ELO's by subject and level to provide consistency.

NUHS changed its curricular structure and practice to address the achievement challenges of Homeless, EL and Students with Disabilities whose progress indicators on the CDE Dashboard placed NUHS in Differentiated Assistance.

Specific focus has been placed on supporting Special Needs students in NUHS' Moderate/Severe Special Education Department. Case managers disaggregate data and regularly give benchmark exams as "pre-test" measures that are eventually followed by summative or "post test" assessments. Individual student supports are driven by the data gleaned quarterly based upon an agreed common curriculum in conjunction 'N2Y' with how to best support the individual needs for each student's IEP. Assessments are 'leveled' and receive more detailed scaffolding based on the individual data results of each student.

NUHS has a robust system of accountability that holds students responsible for the learning until they master the Essential Learning Objective. Teachers use an intervention scheduling platform named, "Flex." Students are aware that if/when they have not met mastery on any given assessment, they may be scheduled for Flex.

Flex time is scheduled weekly for students who are identified by their teachers as needing academic support. Staff term this, "Teacher Requested Intervention." Students also select classes for which they wish to receive extra support, however, student requests may be overridden if a teacher identifies that student to attend Flex for a particular class. All student and teacher requests for academic support and additional practice are organized in FlexiSched.

Teachers report that they have seen positive changes in student effort and engagement in relation to Mastery Learning (Grading). They report that students who, in the past might otherwise have not put in sufficient effort, do so now. Accountability of teaching is identified in terms of students not meeting 'Mastery' levels based upon those determined by a specific PLC.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The use of Schoology to report data following regular assessment review by PLC's will be effective. The change to a 4 x 8 schedule allows for Flex time, department collaboration and Advisory on Mondays. This creates an opportunity to give feedback to parents, students and staff members and informs stakeholders of changes (if any) that need to be made.

Flex time is an effective intervention tool. Monday Collaborations and PLC assessment data review are in place, however evidence suggests that substantive collaboration and subject/level review of formative and summative assessment data does not occur with fidelity campus-wide.

Absent these opportunities for improvement, this would be considered "Highly Effective."

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Visiting Committee Comments

In order to analyze student data and identify student achievement, NUHS Staff are developing as a PLC. There are many indicators that Staff are working toward developing a true "Dufour" model when analyzing student data. Evidence suggests that NUHS is moving toward but has not yet achieved campus-wide PLC practice that:

- Identify the learning goals of each unit of study termed: Essential Learning Outcomes (ELO's)
- Use multiple common formative and summative assessments to measure students mastery of one or more ELO.
- Identifies students who have not mastered an ELO and are scheduled to attend a campus-wide intervention period termed: "FLEX" on Mondays. Provide 'enrichment' activities to students who have proved 'mastery' of a given ELO. No evidence exists that

this is a common practice campus-wide.

Counseling uses common pre and post assessments of all grade levels to determine the level of understanding students have about available resources, graduation and college requirements.

Teachers and Administration have use of Advisory and Flex periods on Mondays in part to glean student feedback. That feedback is used to inform where changes may be made to: curriculum, course offerings, Bell Schedule, effectiveness of feedback and use of reporting systems.

No substantial evidence exists to suggest that analysis of Assessment data occurs within a standard amount of time throughout most of NUHS' campus. English and Math regularly analyze data and identify areas for improvement or reteaching. This occurs approximately every two weeks. Evidence supports that regular calibration of rubrics is not a common practice. Staff response indicates that they do not use one piece of student work that all teachers will grade using the same rubric. Further evidence supports the creation of questions for assessments is not done in PLC's with fidelity.

Mastery Learning is used campus-wide. Student achievement and effort has improved as students understand that they have the time needed to master a given ELO. Teachers identify that students, who otherwise may have "given up" prior to institution of the Mastery Learning approach, have newfound confidence that they will be successful.

More frequent Formative Assessment prior to Summative assessment can inform instruction during units of study. The use of common ELO's will increase student achievement and provide data that PLC's can use to make changes where identified.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

NUHS Staff are moving toward the use of common assessment with fidelity and evidence supports that this is a work in progress. An increase in the use of common assessment and activities, and an increase in regular data analysis of assessments that use student work artifacts will easily move this practice to 'Effective.'

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- One grade/data reporting platform (Schoology) is used campus-wide
- Development of Mastery Grading system.
- The implementation of PLC practice and commitment to use common assessments
- Use of Flex time and targeted interventions

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Use of common assessments with fidelity
- Regular data analysis of assessments by subject/level PLC's
- Calibration in the use of grading rubrics.
- Use of ELO's by subject/level with fidelity, campus-wide
- Use of differentiated assessments.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

Nevada Union High School provides numerous connection opportunities with their families and stakeholders. The school recently adopted Schoology as their school wide educational platform to streamline communications with families, acknowledging parent input in their Action plan under Goal Two. Weekly communication from the Principal is sent to all students and staff and is translated into Spanish and posted on the school website as well. The newsletter is very comprehensive and highlights current happenings, school support for families, as well as upcoming events. Important information is sent out through the school messaging system to make sure families are receiving the information in a timely manner. The school reports a need to ensure parents are receiving and/or accessing communication sent to them. Social media promotes programming such as extra curricular activities, career readiness programs etc. School states a need for a more positive school image by highlighting all the positive events and aspects of the school program. Parent nights are held to bring the school community together and strengthen connections. An additional bilingual parent night, Noches Internacionales de Padres, is available for educating parents on the unique supports and services for their students.

The school engages in individualized communication via conferences with interpretation available as needed. Student grades are accessible to parents via the Schoology platform and interim progress reports are sent quarterly in addition to semester grades. This provides many platforms for parents to understand their student's school progress.

A healthy stakeholder community exists in many forms. The school Site Council meets monthly to discuss among other topics, WASC progress and Title I Budget. This provides a voice for school staff, students, families, and community members.

The school receives strong support from the Nevada Union Parent Club whose monthly meetings draw 30-50 parents as well as the commitment of a school administrator presence. Their support includes parent education as well as fundraising to support teachers with wish lists. Mid-cycle review feedback from the Parent Committee stated concerns about declining enrollment, high suspension rates, and achievement gaps between general population and special education students. NU Connection, a 501(c)(3), supports the more at-risk families by providing clothes, food, as well as substantial donations to school programs and the many individual booster clubs available to students.

Community support for NUHS is evidenced in the form of over 180 local scholarships as well as donations from a local business to purchase a state of the art scoreboard which has live feed capabilities. This has created a community/learning connection as students learn how to navigate the software and stream athletic games with the support of teachers, employees from local Telestream, and donated video equipment from a local partnership. This collaboration allows for students to be engaged in meaningful high interest 21st century skill building activities that provide a bridge into a college and career pathway.

School staff state that many of the educators are members of the local community and some are past students of NUHS. The many activities offered at the school such as athletics and booster clubs also provide an opportunity for families to integrate with the school community. Volunteers from the local community have several functions including tutoring and providing and stocking a lending closet for clothing. Lastly, two of the school's current parents are sitting on the school Board of Trustees. Students stated they feel new board members are engaged in the school process.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale: NUHS engages parents and community in many ways. The new implementation of Schoology has allowed for even greater family and school connection. NUHS engages its stakeholders in numerous ways to provide feedback to the school program.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

Nevada Union High School provides a clean, safe environment for its students and staff. The school is maintained regularly throughout the day by custodial staff. Upon entering the campus, visitors are warmly greeted by school officials and escorted by school staff to their destination. The use of Raptor allows for a crosscheck between visitors and Megan's Law DataBase to provide an extra layer of safety for the students. In response to an increase of post-Covid

behaviors on campus, the school increased its campus supervisors from 2 to 6 with the goal of not only monitoring the campus, but building positive relationships with students. Additional layers of safety include Catapult, a campus communication system which informs all staff about campus incidents in real time including lock downs. School staff feel that this provides a layer of safety and communication that had not been present in the past and appreciated that they are informed how the incident was resolved. The School Resource Officer attends site administration meetings every morning and is available on campus daily. Additionally, the school holds weekly safety meetings to debrief and plan and school administration attends meetings with county law enforcement agencies to share information and promote campus safety. The school takes Internet use safety seriously and lists Student Acceptable Use Policy in the student handbook. (pg 54-58). There is additionally a mobile device policy clearly stated in the handbook. Uniform complaint procedures are listed clearly in the annual notice.

NUHS understands that a school culture is built by holding both staff and students to high expectations. As such, NUHS has introduced the RAYS (Restorative Accountable Youth Solutions) program to address violations of the minor code of conduct as an alternative to suspension. The daily school announcement highlights a specific part of the Minor Code of Conduct to keep students aware of prosocial behaviors. The school has also created an OCI or On Campus intervention which teaches students how to be accountable for their behavior while at the same time, remaining at the school engaged in their school work in a supportive environment. Locally there has been a large decrease in suspension rates.

NUHS understands the impact of mental health and created a system where staff can refer a student for mental health intervention and support. Healthy kids survey data shows students dealing with mental health struggles: 37% Emotional Distress; 44% Chronic Hopelessness; 29% considered suicide. The school employs five therapists, 2 for the general population, 2 for special needs students, and one for the more severe Special Education population. Students can engage in one or many sessions with the therapist and if needing more in depth services, will be referred to an outside provider. Expansion into providing therapeutic groups as well as substance abuse counseling is being considered. There is crisis intervention available daily as well as access to the district school nurse.

Students in general feel that the school is a safe place and appreciate the Raptor check in system. They reported that one sometimes hears about things happening on campus such as sexual harassment but don't always know the outcome or if the situation really happened. Both student groups reported that the school seemed divided and thought that more education regarding race and ethnicity should happen in the classrooms. They also felt an increased number of activities to engage the student body and create community would be helpful. Students report that in general, teachers are passionate about their jobs.

Staff members in general feel safe at the school. There is some concern that the campus is not closed off to outside intruders. Staff also expressed safety concerns regarding a small parent group opposed to certain school curricular changes happening in the social studies area. Trauma Informed and Restorative Practice trainings are available and some teachers embed these practices as well as SEL into their classrooms. Special Education staff are trained in Pro-Act. There is no school wide initiative or common understanding regarding implementation of those practices in the classroom. Paraprofessional staff report needing professional development in that

area. Staff seem to take great pride in their school and many can be seen wearing NU merchandise.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: The WASC VC Team rates this section as highly effective based on the self study study, interviews with the staff and student, and visiting team observations. NUHS provides a safe environment where students are accountable to high standards of behavior and the culture is positive and professional.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

School leadership has invested time and energy to support students who struggle academically. Academic intervention includes support for the Title 1 students. A Title 1 coordinator and two case managers work with students to schedule Flex time and study hall for the purpose of academic interventions. The case manager's check weekly on student progress and keep open communication with families. Specialized extension classes also exist in Math and Language Arts to increase student time interfacing with the material to gain mastery. An intervention team meets weekly to discuss Tier 2 students and assess what resources they need to reingange. They assist students with scheduling Flex and offer smaller study hall options. The Resource department offers intervention during Supported Studies to provide support for mainstreamed students. Individual Learning Plans meetings are held for all English Learner students and families each year to track academic progress and create goals.

A new Block Schedule was implemented last school year and a Flex time was added for students to attend up to four, 45-minute Flex times with teachers for the purpose of intervention, engagement and enrichment. A specialized app makes it easy for staff and students to sign up for a Flex time. The new schedule is favored by both students and staff. Students enjoy the opportunity to take electives and other additional classes that in the past had not fit into the schedules.

NUHS leadership understands that engagement is key to student success in high school. As such, they strongly support classes and activities that create meaningful experiences for students. Twenty plus different sports teams exist at NUHS and the school boasts 5 separate gyms as well as a swimming pool. The Athletics department tracks student academic progress to ensure they are meeting their classroom goals. CTE classes such as Agriculture and Culinary are a draw for many students, with $\frac{1}{3}$ of the student body taking at least one section of Agriculture. Both student groups reported that the variety of CTE and elective courses was very important to them and a reason they like coming to school. Co-curricular activities such as the 25 student clubs which students report enjoying but they state the process to start a club is difficult.

Student voice on campus happens through a variety of inputs such as Site Council, LCAP planning team, student board member and ELAC. Other opportunities available to the entire student body are LCAP and CHKS surveys. Students have voices in their clubs, at Board presentations, and during public comment. Students can show voice in the form of self expression through the visual and performing art classes and public performances. Leadership students felt that not all voices are heard.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale: NUHS ensures all students have multi-tiered supports through the use of alternative instructional options such as the Flex period and with the use of key support staff. Students are engaged in many co-curricular and enrichment activities. Students have numerous options to share their voice.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Positive School Culture: The staff provide a warm environment and hold all students to high expectations for promoting safety and respect on campus.
- Communication: The school provides timely and relevant information to parents and staff and has added platforms such as Schoology and Catapult for added layers of communication
- Engagement: The school provides numerous opportunities for students to engage including CTE classes, Sports Teams, Electives, and School Clubs

- Intervention: The use of Flex scheduling for Tier 2 intervention, Intervention team for students not engaging, EL and SPED supports, Title 1 funds to support student progress and self-efficacy

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Student and staff training on Equity and Inclusion to address the divide students feel in the school community
- Create a common language and understanding of Restorative Practices and trauma informed education with all school staff to promote social emotional growth
- Create an inclusive family experience for Family Night with additional supports offered as needed

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence included in Self- Study, visiting committee observations, information gained from Focus Groups

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school-wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

Schoolwide Strengths

- Communication: The school provides timely and relevant information to parents and staff and has added platforms such as Schoology and Catapult for added layers of communication
- Engagement: The school provides numerous opportunities for students to engage including CTE classes, Sports Teams, Electives, and School Clubs
- Collaboration between SPED and General Education Teacher to ensure “boulder” concepts are taught
- New schedule which allows students more access to elective/CTE, and intervention options
- Progress in PLC work with common ELO’s and pacing in some departments

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school’s identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school’s continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school-wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school’s growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement.** (Note: Show the relationship to what the school has already identified, if possible.)

Schoolwide Growth Areas for Continuous Improvement

- Create a more inclusive Nevada Union High School community so that all students and families are part of “Miner Way”.
- Imbed mission, vision, and SLOs into school culture
- Consider creation of site instructional norms (learning targets, engagement strategies, academic discourse).
- Continuing implementation of the PLC including the creation and data analysis of common formative and summative assessments.
- Align department practices with district adopted curriculum and classroom instruction.
- Ensure all students understand the daily ELO or learning target to ensure student clarity
- Provide PD in engagement strategies, trauma informed instruction, restorative practices and equity and inclusion.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

In reviewing their strengths and areas for improvement, Nevada Union High School determined that their most pressing need was closing the achievement gap for their students in special populations (SPED, EL, and foster). To that end, they have added a 5th Goal to their action addressing those concerns. Both math and English scores dropped post COVID, significantly more than the California average, but Nevada Union has acknowledged this and is working through Title 1 Intervention support services to address this need.

Nevada Union High School Action Plan

GOAL 1: Continue to improve school culture, climate, health and wellbeing.

TASKS:

- Establish a Student Well-Being Protocol to update and train staff on all resources available, when to use them, and who to inform.
- Develop strategies to improve staff wellbeing and support, and continue to pursue efforts that reinforce positive staff culture.
- Create and communicate clear expectations of school-wide campus conduct.
- Holding staff and students accountable for campus conduct

- Add diversity and equity training and policies for both staff and students

GOAL 2: Improve the quality and efficiency of bi-directional communication among all stakeholders and enhance the perception of NU as the school of choice.

TASKS:

- Develop a consistent annual calendar of scheduled feedback sessions for all stakeholder groups, as well as appropriate considerations for feedback from affected parties in decision making.
- Develop email boundaries to support staff being informed and not overwhelmed, and to ensure responses to parents and students seeking communication.
- Create a multi-stakeholder ongoing work group including District Technology to evaluate the NUHS website as a communication tool, to determine areas of need/renewal/removal.
- Increase use of School Messaging System to include text messages. Work closely with technology and stakeholders to enable access and use. Training needed.
- Designate an administrative responsibility for consistency in communications and for Public Relations for NUHS.
- Catapult continuous training as our safety communication tool.
- Clearly communicate the school's vision, mission, and collective commitments to all stakeholders.

GOAL 3: Improve the quality and consistency of instruction, assessment, engagement, and intervention to increase student achievement through the development of high functioning Professional Learning Communities.

TASKS:

- Establish a clear set of collective commitments surrounding the tenets of PLC and generate staff buy-in (to include a schoolwide system of data-driven assessment and analysis of progress toward ELOs).
- Develop clearly defined and agreed-upon essential learning outcomes aligned to state standards to be reviewed annually and as new standards are set by the state.
- ELOs to be included in class syllabi
- Develop and implement common assessments to measure student attainment of essential learning outcomes.
- Review common assessment results in collaborative teams to share assessment data, best teaching practices, and strategies for improving engagement and student rigor.
- Utilize assessment data to provide targeted interventions for students not meeting essential learning outcomes.
- Promote regular reporting from departments to administration.
- Develop a system for student feedback surrounding the quality of instruction,

classroom tools, and learning environment,

- Provide professional development opportunities focused on instruction, particularly engagement strategies, use of assessment tools, and Professional Learning Communities
- Provide more opportunities for UDL (Universal Design for Learning) training to develop tools to engage all learners in Tier 1 instruction.
- Develop tools for teachers to support the practice of other teachers through peer-to-peer mentoring, classroom observations, and student work analysis.
- Continue and support the work of increasing the effective use of technology in the classroom.

GOAL 4: Continue to build and strengthen CTE pathways, course offerings, and internships to enhance student college and career readiness.

TASKS:

- Work with community leaders and other stakeholders to identify hard and soft skills necessary to succeed in the workplace and further embed those skills in the curriculum.
- Public Relations - Create clear and available information on pathways so course sequences are clearly illustrated. (see Goal 3, Task 2)
- Increase the availability and awareness of internships in the community.
- Communicate the efficacy of all pathways to students, parents, and the community
- Continue to embed Get Focused, Stay Focused and My 10 Year Plan at all grade levels and in all pathways.
- Develop further course opportunities throughout diverse interests in CTE and Elective Courses.
- Research funding for Arts teachers to obtain CTE credentials for CTE Arts pathway expansion.

GOAL 5: Students within our special populations (SPED, EL, Homeless, Foster Youth, Indian Education) will receive increased access to the least restrictive learning environment and intervention supports.

TASKS:

- Decrease the performance gap in ELA and Math for students in these sub- groups compared to all students.
- Ensure that all students are in the least restrictive environment.
- Develop comprehensive support plans for our ELL students, Foster Youth and Homeless Youth.
- Ensure that all staff are educated in who qualifies for Homeless supports under McKinney Vento Act.
- Ensure that all teachers support and participate in the develop of a students IEP.

- Ensure that all staff follow and implement the IEP and behavioral plans set in place.
- Eliminate barriers that are within our control to support student learning.
- Research best practices around team teaching and provide opportunities for teachers to receive professional development around team teaching strategies.
- Training for staff on educational strategies specific to scaffolding and student engagement through a variety of tools.

Nevada Jt. Union High School District LCAP Goals:

Goal #1 - Our District ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Goal #2 - Our District ensures that all students and staff feel they belong to a safe and healthy school.

Goal #3 - Our District ensures that our schools are a source of deep seated pride among students, staff, and community.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Administration and staff acknowledge the drop in standardized testing scores and have developed supports and an action plan to address these needs.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The professional development around and implementation of PLCs, and the addition of FLEX time will ensure a framework for meeting the needs of all students, especially those who have been identified as needed extra support.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

All staff have committed to the ongoing process of PLC work and the effective use of FLEX time which will be instrumental in implementing and monitoring the schoolwide action plan.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)			X	
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)	X			
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)		X		
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)			X	
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)			X	
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	X			
Capacity to monitor and implement the schoolwide action plan/SPSA	X			