Nevada Union High School SELF-STUDY REPORT

11761 Ridge Rd.

Grass Valley, CA 95945

Nevada Joint Union High School District

March 13-15, 2023

ACS WASC/CDE Focus on Learning Accreditation Manual,

2019 Edited Edition (2020-2021/2021-2022 SY Visits)

<u>Visiting Committee Members</u>

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 Kym Milisci, Member
Assistant Principal, Pioneer High School

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Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to equitably support high-quality 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**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

Preface

The action plan has been primarily monitored by the Nevada Union High School Staff and the Site Council which is composed of representative stakeholder groups. The administration regularly refers to action plan items at most certificated, classified, and full staff meetings. The NU staff is continuously working toward the improvement needed to benefit the needs of our students to ensure that they will be productive citizens today and in the future. In preparation for the mid-cycle visit, the school held an action plan summit to assess the extent to which action plan goals were being addressed. As a result of this analysis we were able to identify areas for continued improvement as noted in the Mid-Cycle review.

The process of creating the mid-cycle report began in August of 2019 through February of 2020 with a mid-cycle review in March of 2020. Surveys of both classified and certificated staff in terms of what progress had been seen on the Action Plan were evaluated. A data team was then created to present achievement data to department chairs, all staff, Site Council, and the Nevada Union stakeholders through various venues. Administration and the WASC Coordinator presented survey results and data to Stie Council, NU Parent Club, the Leadership students, randomly selected students were asked to discuss results and give feedback, as well as working with the staff during staff meetings. Through this process we developed our current Vision, Mission, Staff Commitments, and Schoolwide Learning Outcomes. We held our Mid-Cycle Review on site March 9-10, 2020 receiving positive feedback and some areas for further development.

It was right after this review occurred that we were notified by our district, March 13, 2020 that we would be closing our doors for what we thought was two weeks due to the COVID-19 outbreak. It was at this point that we needed to change our traditional teaching practices, specifically in terms of communication. We did not return to traditional school until August 15, 2021. This was challenging times, but also an opportunity for Nevada Union High School to address some of the concerns that our stakeholders had voiced as areas for improvement. As a staff team we began to focus on the Critical Areas for Follow-up as lined out in our Mid-Cycle Review from the visiting committee report, dated, March 9-10, 2020, pgs. 3-6.

Input from staff, students and parents was a bit challenging during the end of the 2020 school year through the 2021 school year due to the impacts of the pandemic that created distance learning,

hybrid learning when students could return to school half day, and with limited interactions, masks, walking paths, etc. Zoom became the normal communication and many survey's were taken but in regards to implementation of Distance and Hybrid learning models. The Principal held many parent zoom meetings to report on various topics specific to the new education model and expectations but also held weekly staff meetings to bring the school staff together. With the assistance of the district we streamlined our communication system for grading and classroom protocols by adopting Schoology as our School Wide educational platform. Schoology became our platform for all grading, course work, and student/parent communication with teachers. This was a huge improvement for our school as stakeholders had been asking for this one grading platform for years as stated in our Action Plan under Goal #2 and in the mid-cycle review page, pg.4.

As we prepared this current Self-Study Report we faced some challenges through a shift in staffing, in trying to engage with parents and community and discovering a new way of reporting. Gordon Bishop, our WASC Coordinator for the past 8 years moved into a new position at a different site and Nicole Scott, School Counselor took over as our new WASC Coordinator. Nicole took over this position at the end of September and has been working with stakeholders to gather input. We have had multiple staff meetings and used collaboration time that is embedded in our school day to gather feedback on our goal accomplishments and develop goals moving forward. We have broken into study groups to assess our progress toward our goals and show evidence in this progress throughout the report as stakeholders loaded this evidence in the self-study findings. This work was done with Certificated and Classified staff as well as input from students and parents. We attended parent meetings through our NU parent club to gather input and our Site Council meetings that consists of staff, students, and parents. This is an ongoing process and we will continue to reach out to our stakeholders. The information gathered from our stakeholders prior to school closing down has been a huge focus for NU, as we lost in person contact for a couple of years.

Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

1. In 2019 Nevada Union High School entered into the **Differentiated Assistance** program receiving support for change from our district and Nevada County Superintendent of Schools. LEA criteria for Differentiated Assistance is when a particular student group meets the criteria in two different performance areas, not including local indicators.

    NUHS fell into this category in two areas:
    - Homeless Students - Academics, Suspension, and EL progress indicators
    - Students with Disabilities - Academic, Suspension, and EL progress indicators.

    📄 NUHS Special Population Breakdown 1.23.2023

    In working with our staff and district we were able to push for a focus on Tier 1 Instruction through the implementation of Professional Learning Communities and the ability to bring to our campus high level trainers from Solution Tree and a trainer specific to mathematics and standards based grading. NUHS staff have been working in curricular teams to develop their essential learning outcomes, pacing guides, formative, and summative assessments to ensure all students learn at high levels. This work has been on-going.
    📄 NUHS ELOs by Department

Along with a focus on learning, NUHS implemented a change in how we address discipline. We strive to put in place multiple means of intervention prior to suspension. NUHS created OCI, On Campus Intervention as one way to address students' discipline. In OCI students will work through curriculum in a program called BASE to learn about the impacts their behaviors have on themselves and others. They are also able to take ownership of their infraction and set goals to avoid this behavior in the future. OCI is led by a Certificated teacher that helps individualize the work each student is focused on all while helping keep them on track with their school work throughout the day. NUHS with the support of the district and our County office of education have also worked to increase the mental health support for our students across campus. We have an Intervention Specialist TOSA, EL TOSA, and support for our Title 1 students with case management by our TOSA's, Para-Educators, and our Campus Supervisors to connect with students and provide proactive interventions for students in need.

Recently we have introduced the RAYS (Restorative Accountable Youth Solutions) program to Nevada Union High School. This program was introduced to our district through the work we are participating in with the Nevada County Superintendent of Schools (NCSOS) in support of the development plan to address NUHS being in Differentiated Assistance due to an achievement gap in our SPED and ELL students results on the CASSPP test and our suspension rate of the same populations compared to all students. NCSOS has worked with our team to train teacher leads and students to participate in RAYS as an alternative to suspension program. Students are referred to the program through Administration when students violate the Miner Code of Conduct at a low level infraction and agree to participate in RAYS as an alternative to suspension or OCI. Our first group of volunteer participants have been trained with the program to start the spring of 2023.

It has been difficult to measure the success rate of these programs on the CA Dashboard since the 2020 school closure when the CAASPP and other measures were not being monitored as seen in the grid below. As noted from 2020 to date there were no results posted as the CAASPP was not given and the tracking of suspension rates were not noted. For this reason we have not moved out of Differentiated Assistance. Locally we have seen a large decrease in suspension rates, but the learning loss for all students over the couple years of school closures have shown further decrease in test scores in our Juniors.

Measures	2017	2018	2019	2020	2021	2022
ELA and Mathematics	Yes	Yes	Yes	n/a	n/a	Status Only
Chronic Absenteeism	n/a	Yes	Yes	n/a	n/a	Status Only
English Language Progress	Yes	n/a	Status Only	n/a	n/a	Status Only
Suspension Rate	Yes	Yes	Yes	n/a	n/a	Status Only
Graduation Rate	Yes	Yes	Yes	n/a	n/a	Status Only
College/Career Readiness	n/a	Status Only	Yes	n/a	n/a	n/a
Local Indicators	Yes	Yes	Yes	n/a	Yes	Status Only

To address these gaps NUHS and the District have committed to continued:

Professional Development for our staff in the following areas:

1. Professional Learning Communities (PLC)
2. Collaboration with Nevada County Superintendent of Schools (NCSOS) on evidence based change ideas
3. Universal Design for Learning (UDL) for teachers

Strategic Interventions:

1. PLC Time
2. Flex Time
3. FastForward (Program to improve reading, comprehension, and listening skills)
4. Individualized Learning Plans for all students
    a. Specific Focus on our special populations: EL, Homeless, Foster Youth, Indian Ed, Title 1, and Special Education students.

2. Through data analysis and monitoring the CA Dashboard it is clear that the **Socio-economically disadvantaged student data** needs to be woven into the current action plan as this student group's performance was of specific concern. As noted above, in 2019 we entered into program improvement based on the achievement gap between our special populations (SPED, EL, Homeless, Foster Youth, Indian Ed.) and the general population as well as the number of suspensions for the same population. As seen in our CAASPP scores there is a need to improve in standard mastery for our socio-economically disadvantaged. As noted in the LCAP action plan we determined on our site the same goal is needed; "Students with special needs will receive increased access to the least restrictive learning environment and intervention supports, and the academic performance gap between students with special needs and all students in

English Language Arts and Math will decrease".

3.   **Schoology** is new to Nevada Union High School since the last review. Schoology is our learning management system where teachers post syllabus, classwork, assignments, assessments, resources, and grades. This system is used by all teachers across the district and was a focused need for Nevada Union High School as families in the past had a difficult time navigating the variety of tools teachers used to hold grades and communicate with families. One learning management system had been a request for multiple years. During the school closures in 2020-2021 the district made a shift for all teachers to use Schoology. There was training provided over this time by Administrators, teachers, and technology staff. The implementation of this program responded to Goal #2: Improve communication between all stakeholders and NU with a consistent online system enabling universal access to relevant student information.

Schoology: NJUHSD

NUHS Student Handbook See page 51

4.   **The Bell Schedule change** became more evident to the school community as our students faced learning loss during the school closures due to the COVID-19 pandemic. It has become evident that there is a need for intervention during the school day for all students, everyday based on student needs by standard. Due to the large number of students that rely on busing to get to and from school there is little participation in after school tutoring. The staff passed a new bell schedule change for Nevada Union that began in the 2021-22 school year. This embedded a **Flex** period for students four days a week with an Advisory period set for every Monday to connect students with a teacher to guide them in selecting the Flex schedule for the week ahead. Flex is a 45 minute period for teachers to work with students that show gaps in the mastery of standards based on formative assessments or to extend students learning through enrichment activities. As a staff, we continue to learn ways to use this time effectively to ensure learning by student by standard to achieve mastery in students curricular areas.

NUHS Bell Schedule

NUHS Student Handbook See page 4-5 specific to Flex/Advisory/Bell Schedule

5.   **Enrollment at Nevada Union High School** also continues to be a concern. NU has seen a long trend of declining enrollment as well as a growing population of students whose families are in poverty. The district and school forecasts indicate a leveling off of enrollment in the future. We fluctuate between 1400-1500 students currently we have an enrollment of 1504 students. This community that is increasingly seeking alternative educational options for students which include a plethora of charter schools. Consistent decline in enrollment over the last several years has presented challenges for the school in terms of staffing, programs and athletics.

6.   **Safety** for our school has also been a huge focus for the Administration team and site. There were heightened concerns across
         ● Increase from two Campus Supervisors to currently five Campus Supervisors to monitor

our campus, ensure students are in class, connect with visitors to our campus to ensure they have all checked in at the front office and escort them to where they need to be, case manage small groups of students that have a need for more intense supervision, Campus Supervisors build relationships with students and staff on a daily basis, and they connect with families as a part of the intervention practices taht we have adopted.

- Raptor is used to check in all visitors to NUHS at the front office. Raptor is a visitor accountability system that allows us to always know who and where people are on campus. This system runs every visitor through the Megans Law data base and assigns a sticker as a visitor pass that is easily recognizable to all staff. This came with training for all staff.
- Catapult is a communication system used by all staff to inform about incidents that are occuring on campus from minor cautions to major incidents such as lock downs. Through this system our safety team, and law enforcement can push out information real time to staff to keep everyone informed about safety on campus and where the incident is occuring. This system is new this school year and has come with training for all staff and continuous safey drills as we become more familiar with the system.
- SRO (Student Resource Office, Nevada County Sheriff) involvement in Site Administration meetings every morning form 7:30 -8:30am. Our SROs for the district available on campus daily, with an office assigned to them.
- Weekly safety meetings to debrief and plan for emergency and large events with the site safety team.
- A designated Administrator attends the County CAUSSS meeting through zoom which includes all law enforcement agencies in the county, CAL and local Fire agencies, and county emergency response teams.
- Administration has built strong relationships all local agencies and debriefs and trainings with them annually.

7.   **Intervention Team Meetings:**

- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

During the 2016-17 WASC Review we noted that as a site we spent time with our staff, students, parents, and community stakeholders as well as our School Site Council to develop our schoolwide action plan. We worked together to combine the schoolwide action plan and the SPSA goals to meet the needs of our site. Currently, we have monitored the Action Plan through the continuous focus on our five goals as a site through staff meetings and administration holding these as our primary focus as a site. Kelly Rhoden, Principal at Nevada Union High School has worked diligently to protect the site from bringing in new initiatives that do not help us attain our goals. At the same time our Site Council has played a large part in monitoring the attainment of these goals through administrative and staff presentations to site council over the years and through student and parent feedback.

Site Council members made up of parents, students, teachers, and classified staff have participated in the development of the LCAP every year. This allows members of the Site Council to bring forward concerns that are specific to NUHS and to also hear from a district stand point what programs are working, not working, and give feedback for change.

- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

The information gathered from our stakeholders prior to school closing down has been a huge focus for NU, as we lost in person contact for a couple of years. We have worked closely with the input from the Mid-Cylce Review and current input from all stakeholders.

Focus on the Action Plan: Mid-Cycle Review from the Visiting Committee, March 2020

1. Vision, Mission, SLO's, Commitments were developed but they need to become fully embedded in the schoolwide community as not all stakeholders are not fully aware (Report from VC, 3/10/2020 pg.3). As a staff we have decided to continue with these as our pillars. With so many changes occurring over the last 3 years we feel it is important to evaluate these through the next cycle in discovering how far we have come and where we are going to continue to improve.
2. As pointed out by the Visiting Committee and our stakeholders (Report from VC, 3/10/2020 pg.4), "there is a concern about the consistent and timely accessibility of relevant student information to pertinent stakeholders." This was specific to having multiple platforms for grading and communication from teachers to students and parents. With a move district-wide to Schoology we were able to address this concern during the school closures as well as learn multiple ways to use technology to engage students in learning and demonstrate mastery.
3. Investigate and implement a school bell schedule to include academic intervention (Report from VC, 3/10/2020 pg.4). Nevada Union High School returned to full in person learning in August of 2021 with a new bell schedule. This The pandemic created a time for all stakeholder to discuss, create, and vote on a 4x8 bell schedule that met the needs of the students. Students can now take advantage of all the academic classes that NU offers, learn about the trades and careers through our Career Technical Education classes, and find their passion through our incredible performing and fine arts classes or the many electives that NU offers. All this while having a Flex period during the school day that allows for timely intervention for students working toward mastery of standards in their classes.

(Report from VC, 3/10/2020 pg.5) VC Additional recommended critical areas for follow up in Action Plan.

1. In conjunction with the PLC process, develop a professional development plan which includes current and innovative instructional strategies and technology in the classroom.
   - 📄 NJUHSD PLC Road Map
   - PLC
   - 📄 District PLC Timeline
2. Continue to develop multiple pathways for students to ensure all students are college and career ready as identified by appropriate state and national standards.
   a. Clear CTE (Career Technical Education) Pathways:
      i. Director of CTE hired by the District
      ii. Worked with CTE teachers to develop clear pathways
   b. GFSF (Get Focused, Stay Focused) Curriculum and Implementation
      i. Develment of a 10-year plan that becomes the culminating project for students final Senior Project prior to graduation
      ii. All Freshmen students are required to take the Get Focused portion of the program
      iii. Sophomores work on Module 1 of the Stay Focused portion - Sophomore English/Flex
      iv. Juniors work on Module 2 of the Stay Focused portion - US History/Flex
      v. Seniors work on Module 3 of the Stay Focused portion - English 4

      vi.   Culminating project is the presentation of students 10-year plan to staff and community members as the "Senior Project".

Parent Committee (NUPC). Feedback from this data presentation included concerns about declining enrollment, high suspension rates, and the achievement gap between the general population and SED students. The current report was compiled by the leadership team and was reviewed by all stakeholders for feedback.

1. Development of a goal to enhance our focus on the growing population of socio-economically disadvantaged students at Nevada Union High School.
    a. Students within our special populations (SPED, EL, Homeless, Foster Youth) will receive increased access to the least restrictive learning environment and intervention supports, and the academic performance gap between students within these special populations and all students in English Language Arts and Math will decrease.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:
- **The history and background of the school**
- **A description of the school programs**
- *California School Dashboard Performance Overview* **and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
    - **Implications of the data**
    - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
    - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

Introduction to Nevada Union High School:

Nevada Union High School (NUHS) is nestled between Grass Valley and Nevada City, in Western Nevada County, roughly an hour northeast of Sacramento and an hour south of Tahoe. Aside from these two cities, Nevada Union (NU) serves the surrounding rural communities of North San Juan, Penn Valley, Alta Sierra, Lake Wildwood, Camptonville and the little town of Washington. 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. Surprisingly, in recent decades, area businesses have established a very large footprint in video technology. In fact, one local business broadcasts over 90% of televised sports, worldwide, Telestream.

NU is very much a "small-town local high school", with a storied history of excellence, and a culturally diverse make-up that mirrors the history of the region. We boast 24 sports teams; a

Humanities academy; a strong offering of CTE pathways (Agriculture, Culinary, Sports Medicine, Automotive Tech, Woodworking, TV Production, and Engineering). We offer introduction through advanced 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, and PEOPLE/Peer Tutoring for students with special needs. NU is accustomed to first-rate programs, with a history of athletic section titles, a nationally competitive FFA program, and a Debate Team that competes successfully with parochial teams across the nation. We have also been recognized as recently as 2013 as a California Distinguished School, while simultaneously entering year two of Program Improvement status. Shifts in enrollment and demographics over the past 10-15 years have presented a need to redefine our school, while intentionally preserving our core values and beliefs as an institution and community. As is highlighted in the pages to come, the trend of declining enrollment over the years and growing population of below poverty families, coupled with a community constantly seeking options for their children, we been faced with our own set of unique challenges and opportunities.

We experience strong support from parent organization and boosters clubs within our school community. The more recent Nevada Union Parent Club (NUPC) has provided the most robust level of services to our families in quite some time. They host a monthly meeting on Monday evenings which regularly draws 30-50 parents per evening. The parent leaders of this group draw from the staff at the school to provide workshops, such as navigating Schoology, Synergy (online gradebook), and understanding college entry exams. They have also hosted panels of students, administrators, our activities director and others, depending on issues or needs from within the community. Parents also support teachers through a wish list program, provide a yearly kick-off breakfast to the staff, pass out granola bars and pencils during finals, and are quick to support students and staff in times of crisis. They have the commitment of the administration to be present at each monthly meeting. We are also fortunate to have the support of NU Connection, a 501(c)(3) committed to connecting the high school to our more at-risk families. NU Connection fundraises through the Scrip program, our local grocery stores, as well as donations that have come in from supporters in the community. The club has made substantial donations to school programs (Culinary, Performing and Fine Arts, and Athletics), more recently signage on campus, t-shirts for students to unify our campus during the Week of Welcome, an ice machine for the West gym classes and athletic events, and with the additional outdoor tables and umbrellas to help support student lunches and beautification. One of the most valuable contributions made and maintained by NU Connection is our Clothes Closet. This boutique for students sits on our campus and supports students in need of clothing, shoes, and school supplies. This is run through a referral process and has supported many students that could not otherwise afford the bare essentials. NU is also supported by a myriad of individual boosters programs that support Band, Choir, Debate, Visual Arts, Drama, Dance, Football, Basketball, and Alpine Ski, to name a few. The school is also fortunate to benefit from the efforts of a District Scholarship Coordinator, who coordinates and procures roughly 180 local scholarships each year. With tremendous community support from individual families and foundations, as well as the NJUHSD District Foundation, we celebrate our Scholarship Night each Spring. In recent years the Scholarship

Night has provided opportunities for multiple students to continue their goals into college. Over $10 million dollars in grants and scholarships were distributed (including school scholarships) to students to support their goals after high school.

As evidenced by the support through scholarships, we benefit from strong support from our community. One very recent example of this support is the six local businesses that funded our new scoreboard in Hooper Stadium. State Farm Insurance, Hanson Bros., SPD Market, Owen's Wealth Management, Ivy Physical Therapy, and Byers contributed a combined $249,000 for a state of the art scoreboard, complete with an LED display board with live feed capabilities. This support is unprecedented, and it came readily, with a greater understanding of the educational opportunity that the scoreboard allows our student body. On the scoreboard's debut, the video display was operated by a team of students. Students continue to live-streaming football games, and have expanded to soccer games and graduation over the last few years. This is supported by teachers, employees from Telestream (a local tech company), and utilizing the high-end video equipment donated by AJA productions (the local camera company). The video project has involved these two local businesses, with the strong support of Nevada County Television; and the team and crew have continued with basketball and volleyball games, as well as live-streaming some of our performing arts shows. Other community support can be seen through the turnout of Senior Project judges in the Spring (close to 200), the support of our student fundraising efforts throughout the year, the involvement of our local officials in our government classes, the Union Newspaper, and the local radio support of "On the Town" radio broadcast.

In 2018 the NJUHSD went for a new Bond, Measure B to help support the needed improvements to our schools infrastructure, and upgrades to buildings and programs. Through the passing of the Measure B bond Nevada Union High School has had multiple upgrades to the parking lots, under ground gas lines, water drainage, and roofs to name a few. There has also been an additional culinary facility that was developed with the high interest in the culinary trades over the last several years. This state of the art facility has over 300 students participating every year. There were also needed upgrades to our Agricultural department buildings, with new welding stations, technology upgrades, and a new floral design facility that hosts beginning to advanced classes. Currently there are upgrades being made to the Band and Choir rooms to include a new recording studio and solar panels being installed throughout the campus. The support from the community has not gone unnoticed by our students and staff that teach and learn in these incredible spaces on a campus that opened in 1961.

Chapter III: Self-Study Findings

For each category of criteria include:
1. **A list of strengths**
2. **A list of prioritized growth areas for continuous school improvement.**
   Note: The five criteria categories are:
   A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
   B. **Curriculum**
   C. **Learning and Teaching**
   D. **Assessment and Accountability**
   E. **School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.**

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1.   Vision and Purpose Criterion

The school has 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. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

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 stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1 Nevada Union has updated its mission and vision statements. They are posted throughout the school as well as in communications with staff and families. They are also posted on the homepage of the school website. Included on agendas at Board Meetings	NUminers.com
A1.2 When the mission and vision was re-written in 2017 committees included staff, students, admin	
A1.2 Athletics developed a strategic plan- stakeholders (Parents,	On the school website under

Coaches, Students, Admin, Community Members) developed an Athletics mission and vision, Core Values, Areas of Focus and Development	the Athletics Tab- NU Athletics Strategic Plan
A1.2 District CTE Steering Committee meets twice yearly to review grant funding, pathway completion; industry partners report info on labor markets and employment needs	CTE District Advisory Committee Agenda
A1.3 In order to help develop life-long learners and productive citizens, the Get Focused Stay Focused curriculum is designed to help students explore career options to increase postsecondary readiness	GFSF Course Description Sample 10 Year Plan
A1.3 To provide learners with a diverse curriculum for academic and personal growth, Nevada Union offers a broad variety of courses including AP, Honors, and Career Technical Education courses	Course Catalog
A1.3 Nevada Union Seniors participate in a culminating Senior Project as part of their graduation requirements to assist in career exploration with job shadowing, expert interviews	Senior Project Planning Notes Senior Project Presentation Rubric
A1.3 District Scholarship Coordinator visits and is available to senior students and teachers to present information/guidance on FAFSA, Going Merry application completion including how to seek letters of recommendation and develop written self-reflection responses. This helps student prepare financially for postsecondary goals.	District Scholarship Application page

A2.   Governance Criterion

The governing board (a) has 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; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

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.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1. Stakeholders have the opportunity to both participate in the LCAP Committee as well as provide feedback through LCAP Surveys	LCAP 2021/2022
A2.2. Nevada Union High School participates in the Health Kids Survey given to staff, parents, and students. Results of the survey are reviewed by the governing board to guide work.	2021/2022 Healthy kids survey results
A2.3. Uniform Complaint Procedures Policy Annual notice and Uniform Complaint Form are included on the District Website	District Annual Parent Notifications Uniform Complaint Policy Annual Notice Uniform Complaint Form

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

Based on multiple sources of data, 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. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, 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.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1 Use of FlexiSched to assign students to small-group, teacher-led intervention; also assigned by counselors, intervention coordinators, Title One coordinator, and advisory teachers	Flex email instructions
A3.2 SPSA correlation to student learning	20.21 SPSA NUHS
A3.3 Data Dives into info on student report cards/number of Fs by grade level (for IPRs) to identify needs of students and implement interventions to aid student success	Example: Staff Meeting Agenda: 11/2/22
A3.3 Staff meetings frequently include surveys/feedback forms to identify programs, supports, services, etc.	
A3.4 Departments have common weekly Flex collaboration session to identify students needing intervention. Departments also have collaboration days once a week to communicate and plan within departments	See Flex email instructions (common dept. Collab times) School Calendar

A4.   Staff: Qualified and Professional Development Criterion

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. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

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.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1 Nevada Union follows the district and board protocol for interviewing and hiring qualified and credentialed teachers.	NJUHSD Hiring Procedures Handbook
A4.2 Departments have been provided time with Maria Nielson to help develop PLCs, ELOs, and common assessments	
A4.2 Departments are provided collaboration time on a weekly basis to develop plans and address curriculum	
A4.2 NJUHSD holds five professional development days for all district staff. Four of the days are driven by start-of-year and mid-year professional development, collectively determined by representative bodies like the District Guiding Coalition. The school site gets the equivalent of 1.5 of those days. One of the days (six hours) for certificated staff is essentially an additional contract day of PD outside of the contracted hours, meaning it is largely self-defined. Silver Springs leadership is encouraging and eager to fund individual staff PD efforts. The certificated teacher's association is also generous with funding PD for veteran and new teachers alike.	2021/2022 Floating PD Log
A4.4 Evaluations are a robust process in our district — both Certificated and Classified. Recently overhauled four years ago, the certificated eval process is of particular note. The process is filled	NJUHSD Certificated Goal Setting Form NJUHSD Certificated Evaluation

with elements that drive authenticity from both parties (evaluators and evaluees). They are timeline driven with feedback for strengths and areas of growth in the spirit of continuous improvement. Tenured instructional staff have a range of choices for evaluations that include special projects, peer reviews, and/or administrative reviews. Projects for example are identified that will benefit the community professionally.	Self-Reflection Form
A4.5 Nevada Union's handbook is referenced regularly by students and staff. The handbook has been updated over the past year and was reviewed with all students on campus in their classrooms with either campus security or an Assistant Principal.	Nevada Union Handbook

A5.   Resources Criterion

The human, material, physical, and financial resources are 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 college- and career-readiness standards.

Indicators

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 schoolwide 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 personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<u>**A5.1**</u> 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.	
<u>**A5.2**</u> NJUHSD conducts a targeted, robust LCAP process that spans three full days annually. The LCAP Committee is composed of 36 people with 6 subgroups; parents, students, certificated staff, classified staff, community partners, and administration. Management (Admin), District Guiding Coalition, District Curriculum Committee, etc are all other examples of decision-making bodies that are part of a democratic, stakeholder-inclusive leadership process. This body drives global budget recommendations, which in turn are presented to the Board of Trustees and other stakeholder groups. 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.	
<u>**A5.3**</u> 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 and multiple areas on campus have been revamped to improve accessibility.	

A5.4 NJUHSD has a well run District Curriculum Committee. This curricular and instructional decision making body acts like an academic senate. Textbook adoption and course approval, as well as assessment, data-analysis, learning management platforms, and critical program elements like grad requirements etc., are all part of this monthly meeting.	DCC Agenda

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Our Mission and Vision Statements are fairly comprehensive. It's really the nuts and bolts of implementation that might need adjustment.

Areas of Growth

1. The climate between the school staff and school board has not been a good one over the past couple years. Develop for the site and school board to work more collaboratively for the good of students.
2. We need more ways to shape experiences for our students...More field trips, guest speakers, Breaking Down The Walls, go to plays etc.
3. Mission and vision have been updated, but there is work to be done to communicate that with the community/ stakeholders. Some SLOs need more clarification.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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: The school has defined academic standards 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.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B.1.1 Departments are constantly updating and exploring curriculum based on current standards. For example: the Health Department is currently piloting a new 2022 Health Textbook that aligns with current, updated state health standards.	Link to PO
B1.1 The use of Claim, Evidence, Reasoning (CER) in Science Classes to teach students how to support claims based on evidence to provide reasoning for claims. "To write like a scientist by explaining your analysis or answer through a convincing argument."	CER Intro Presentation/Lecture CER Template CER Sample From Specific Heat Lab (Chem)
B1.2 Departments meet regularly to establish, support, and assess ELOs/Standards	English PLC collab Pacing Guide Example (Eng 1) World Language ELOs geometry pacing guide
B1.3 Departments collaborate both at a site and district level to create assessments, skills taught, and schoolwide learner outcomes	PE Dept District Wide ELOs 18 Day Fitness Unit
B1.3 Students develop a 10 year plan in Get Focused, Stay Focused that uses both research and application of practical skills to increase college and career readiness	GFSF Course Description Sample 10 Year Plan
B1.3 Nevada Union Seniors participate in a culminating Senior Project as part of their graduation requirements to assist in career exploration with job shadowing, expert interviews	Senior Project Planning Notes Senior Project Presentation Rubric
B1.3 AP and Honors classes provide skills to apply concepts	AP Art 2021 selected works

critically	student sample
B1.3 Counselors work with departments to create the Course Catalog which breaks up the courses by departments and A-G requirements.	Course Catalog
B1.4 The CTE department consistently meets weekly to share data relating to student success relating to ELOs. ELOs are specific to career and industry standards.	Weekly Meeting Agenda
B.1.4 Departments collaborate with a committees of community members and supporters, known as our advisory committees, to discuss ways to best connect students to local and state employing entities through ELO competency.	Agriculture Advisory Committee Meeting Agenda
B1.5 Nevada Union works with colleges and universities to provide presentations during Flex time regarding future opportunities.	Listed on Counseling website: Flex Activities
B1.5 Nevada Union hosts a "Future Miner Invitational"every year in conjunction with feeder schools to host 8th graders on our campus to give information and get them excited about coming to NU.	Future Miner Invitational Press Release
B1.5 Campus Supervisors meet at feeder schools and work with future NU students.	
B1.5 Visual Arts Department articulates with Center for the Arts for various gallery shows, auction, and workshops.	https://thecenterforthearts.org/events/

B2.   Equity and Access to Curriculum Criterion

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

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 pre-technical training 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.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1/2.4 Counselors meet with each student individually on a yearly basis to review their Individual Academic Plans (IAP) and update postsecondary goals	Sample IAP (start of Junior Year)
B2.1/B2.4 Students with IEPs meet regularly each semester with transition staff to work on personalized transition goals for life after high school. This includes college and career exploration, support with employment/internships, and field trips to local community colleges and trade school programs.	Transition Summary Report Example
B2.2 Nevada Union partners with various community colleges to provide Dual Enrollment classes. This provides access to college level classes on our campus and ensures all students have access to a variety of postsecondary programs. Our offerings currently include: Culinary Arts, Patient Care, Ag Mechanics, Automotive Services, Sustainable Agriculture and (Animal Science)	Dual Enrollment Info You can click on each link on the page to find info in each subject area
B2.2 Nevada Union offers a variety of courses in various disciplines. Course requests are obtained from students in January to ensure the master schedule is built to allow access to a wide variety of classes to all students.	Course Catalog
B2.2 English Language Learners / Developers receive additional support including targeted case management. These students and their families meet at least once per school year with the ELL Coordinator and Case Managers to develop Individual Learning Plans (ILP) to support student success. Additional ELL supports include EL Supported Studies classes and bilingual paraeducator support in courses and in Flex Times	Sample Individual Learning Plan (ILP) Report EL support schedule Sample Classroom Support Plan for an individual student
B2.2 Special education staff (instructional aides and resource specialists) push into general education classes to ensure	SpecEd Schedule 2022-2023

accessibility for students with IEPs. NU also has a co-taught English 9 class that integrates students with IEPs and is taught by both an English and a special education teacher.	
B2.2 Collaboration with NCSOS in areas related to tobacco use, prevention & education (TUPE)	TUPE meeting flyer
B2.3 Following IAP Meetings between the student and counselor, the student's IAP is provided to parents for review with the opportunity to meet with the counselor if desired. Parents can also view their student's course request through StudentVUE to assist their student in making informed course decisions. These requests are double checked by the student's counselor based on their IAP.	
B2.3 If a student is struggling in the academic setting a SST Meeting (or 505; IEP as appropriate). To develop intervention plans for students. These meetings include the student, parent or guardian, school counselor, intervention coordinator, and teachers.	Sample SST
B2.3 Teachers are asked for feedback prior to any SST, 504, or IEP to ensure targeted intervention plans and collaboration between student, teacher, and parent.	Feedback Form
B2.3 Regular communication with teachers and intervention staff to parents regarding interventions and ways to best encourage success for students in the classroom. These interactions are documented in the student's conference notes.	Sample Student Conference Notes
B2.3 Teachers keep their grades on Schoology allowing parents to have access to all of their child's current grades and course progress in one spot.	
B2.4 Counselors meet with students in large group sessions to review essentials for each year. Presentations are posted on the counseling website	Counseling By Grade
B2.4 Nevada Union partners with Sierra College, various branches of the Military, and community partners to present to students regarding postsecondary options. This happens during Flex and is open for all students to sign up.	Counseling Flex Activities

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Common LMS (Schoology)
2. Department ELOs
3. Improvement in data collection and analyzing to drive programs
4. Counseling Curriculum: College and Career Exploration opportunities for ALL students.
5. Counseling Curriculum: specific workshops based on post-secondary planning.

Areas of Growth

1.   Embedding Get Focused, Stay Focused as a College and Career curriculum throughout all 4 years of high school

2.   Using data more as a means to drive the programs that are offered and development of the master schedule as well as the use of data and analyzing it in order to inform curriculum and instruction.

3. Continue to develop multiple methods of assessment and provide opportunities for re-teaching/re-learning both within the classroom and during Flex

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

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

Indicators

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.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1. Each month, department chairs meet with the principal to review artifacts that illustrate student mastery of essential learning outcomes (% of students proficient, names of students not proficient) for at least one course per teacher.	Example: Science Department Monthly Check in
C1.1 Teachers provide quarterly summative assessment and use data from assessment results to provide more targeted intervention as needed.	Example: English 2 Quarter 1 Assessment Data (Fairchild)
C1.1 Common Assessments across all Art disciplines, meeting state standards ex: Safe Handling of Materials	Example: Studio Art Data Sheet'
C1.1 Students are taught to write logical, cohesive arguments with persuasive evidence. Format and expectations go across grades 9-12	Example: Essay Writing Lesson (Toro) Sample Student Academic Paragraphs Sample Student Essays with Teacher Feedback
C1.1 For students with IEPs, the Special Education Department has been building individualized student learning plans align that IEP goals to grade level standards and essential learning outcomes.	IEP Goal Bank-ELOs/Class Based
C1.1/C 1.2 The Science Department uses a common lab report in all science classes. As the students progress through the courses over their high school experience, the expectations are reinforced and level of understanding is deepened.	Lab report Procedures Sample Lab Report: Reaction Rate Lab
C1.2. All departments have participated in PLC collaboration meetings to identify prioritized standards, essential learning outcomes, and at least two common assessments per semester. These standards and learning outcomes are communicated with students.	Example: Algebra 1, A/B, C/D Course Guide and ELOs Algebra 2 Course Guides and ELOs Performing Arts Monthly Check-In with Artifacts
C1.2. Explanation of essential learning outcomes on boards in classrooms, on assignments/assessments, etc.	Example: Humanities English 3 assessment and data

C1.2 Clear rubrics provided for students for assignments that outline expectations and learning objectives.	Example: Rutina Diaria assignment and rubric
C1.2 All Agriculture students complete an SAE (Supervised Agricultural Experience) summative project requiring a hands-on project & time/financial record keeping practices	SAE Project Guidelines
C1.2 Individualized Student Health Plan (ISHP) -provides instruction for students and staff in the event of a health emergency specific to their diagnosed condition. Head Injury Protocol - assesses students ability to return to physical and academic work after diagnosis of a concussion "Red Book" pages for Severely Handicap students - informational page provided to staff for each student going over health conditions, significant health history, behaviors, student needs, medication, services, communication, physicians, family life etc.	CIF Concussion Management Individualized Student Health Plans and Red Book pages can be found in the Nurse's Office

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

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 and emphasize creative and critical thinking skills and applications.

Indicators

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.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1/C2.3 Flex-Time is built into the schedule to allow teachers to differentiate students and re-teach lessons as needed. This ensures all learners receive the instruction they need for their individual learning.	What is NUHS Flex Time? Flex Schedule by Dept Flex Time enrollment counts (for one week)
C2.1 All teachers are using a common LMS (Schoology)	Schoology.com
C2.1 Teachers work collaboratively in professional learning communities PLCs identifying standards and creating common assessments.	English 3 ELOs English 3 Assessment and Data English 2 Quarter 1 Assessment Data
C2.2 Specific classes encourage a variety of critical thinking and problem solving skills. For example, students in courses PEOPLE/Partners courses demonstrate creative and critical thinking daily in multiple settings between Physical Ed and general ed electives by assisting students with Moderate to Severe needs. Typically abled students assist in modifying curriculum and using a variety of resources to meet the needs on the differently abled students they are assisting. Students with Moderate to Severe Special Needs performed in the *Fall for Dance* production. They designed costumes (tie dye shirts), rehearsed and performed in collaboration with general education peers.	Information on PEOPLE/Partners Link to Photos and videos of "Dance for All Abilities" Performance
C2.3 - All students participate in Senior Project with career focus and exploration, culminating in presentation before a panel of staff and community members in May	Senior Project Handbook Senior Project Sample 1 Senior Project Sample 2 Senior Project Sample 3

C2.4 Students have the opportunity for internships through CTE pathways	CTE Internship Manual
C2.4 Transition Services through WorkAbility/Transition Partnership Program, CTE and Get Focused Stay Focused collaborate to create a plan for Life After High School for mainstream as well as Special Education to incorporate resume building, resume writing and applying for jobs, college financial aid.	My Plan for Life After High School Transition Summary Report Young Workers Safety
C2.4 Students can access jobs in the community through work permit process	Board Policy Work Permits
C2.4 Clearly outlined CTE pathways allowing for pathway completers which give students transferable job skills.	NJUHSD CTE Website
C2.4 Students with IEPs also have access to The Transition Hub that provides various resources to assist students with job readiness.	The Transition Hub
C2.4 All students enrolled in Beginning Culinary Arts complete and receive a ServSafe Food Handlers Certificate that can also be used when getting a job in the food service industry in the community	Certificates on file in the Culinary Arts Department
C2.4 Personal Finance students engage in self-reflection and research projects in aligning lifestyle choices and future endeavors with career, housing and budgeting projects.	Personal Finance Course of Study

ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.∗

Areas of Strength

1.   Expectations for teachers are clear and have been articulated and developed over several years through PD and collaboration time to create PLCs for each department.
2.   Collaboration between colleagues creating a more transparent environment.
3.   More focused and structured intervention for students through Flex.

Areas of Growth

1.   Continue work in PLC groups on common assessments and refining/updating ELOs for our current student population.
2.   Smaller class sizes would make it easier for teachers to adapt to specific needs of students.
3.   With the demands of our elective courses, we need materials to support these impacted courses, such as up-to-date computer lab for advanced photo processing, a sink in our additional painting classroom, and updated throwing wheels in ceramics.
4.   Continue CTE programs including program programming, coding, bracket design (similar to Project Lead the Way) to stay current.
5. Continue to increase CTE offerings and pathways to encourage job readiness

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

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.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1 Sports Medicine/Skills for Health Careers Programs Re assessed 2 times each year by a community advisory committee. The program is looked at and advised for any change in curriculum or program direction.	
D1.1 District is asking for two common assessments per semester and for data to be collected from those assessments. Data will be looked at and analyzed by dept members and brought to the distinct guiding coalition.	Assessment data given at Guiding Coalition
D1.2 Using the PLC model staff is encouraged to look at student data to determine outcomes. Staff is encouraged to look at teaching practices and best practices to ensure equitable learning for students regardless of class or teacher.	PLC Trainings - Maria Nelson Department/Subject ELO's 📄 NUHS ELOs by Department
D1.2 Since the last WASC review, admin has pushed out a Site Wide (District Wide) syllabus format to keep consistency in how parents access the information about grading/ assessment etc.	📄 Example Syllabus Templet
D1.3 Teachers have been given specific intervention days during the flex schedule to target students that may have not achieved mastery in their ELO's. Some staff members have attended training sessions	Mastery Learning Trainings - Rick Wormeli Mastery Learning Letter

with Rick Wormeli to learn about and implement Mastery Learning as a method of analyzing student learning. As Mastery Learning has been Implemented it has also been adjusted as we have continued to learn about the process.	2021-2022 Mastery Learning Rubric and Grade Reporting 2022-2023
D1.4 Administrators join teachers as they unpack standards and determine ELO's by subject / grade level. Staff has been adjusting ELO's and corresponding curriculum due to changes in learning structures such as Distance Learning or moving to a Block Schedule.	Occurs during collaboration time by individual department
D1.1/ D1.2/D1.3/D1.4 Visual Arts Monthly data reports on common assessments for Photo, Paint/Draw, Art Studio, and Ceramics (Collected by department head)	Visual Arts Monthly Data Sheets Visual Arts ELOs
D1.1/ D1.2/D1.3/D1.4 World Languages The World Language department collects, analyzes, and reports data on common assessments for each level. The World Language department also has established ELOs for each level. World Language teachers use the collected data to plan intervention with students during Flex time. WL teachers regularly discuss alignment and best practices during collaboration time.	See World Language data folder See finalized ELOs and pacing guide

D1.1/ D1.2/D1.3/D1.4- Moderate/Severe Special Education Department
D1.1 The M/S Sped department is using a common curriculum called N2Y. We have piloted the pre-test and post-test assessments for each monthly unit as of November 2022.
D1.2 Present levels of each individual students are identified at each special ed student's annual and/or triennial IEP. These present levels as well as areas of need drive each students' IEP goals.
D1.3 Data is taken throughout each quarter on each student's individual IEP goals. This is done within the common curriculum as well as on an individual basis.
D1.4 N2Y common assessments are informational. Our focus is on each student's individual areas of need. Informal assessments (data collection on IEP goals) are taken throughout the school year by teacher and paraeducators.
D1.5 Staff modify the common assessments based on student need. This is done by administering the key areas of need (reading and math). The assessments are also modified to meet visual needs (i.e. larger print) as well as at the student's differential level.
	D1.1 M/S SpEd Syllabus Common Curriculum- N2Y
	
	D1.2 IEP goal data collection
	
	D1.3 Pre-Test/Post-Test common assessment per unit
	
	D1.4/D1.5 Data collection on ELOs
	    -Reading ELO Student Learning Evidence
	    -Math ELO Student Learning Evidence
	    -Independent Livng ELO Student Learning Evidence

D1.1/ D1.2/D1.3/D1.4 Special Education Department **D1.1** Report on Standard-based IEP goals quarterly. **D1.2** In collaboration with the math department identified Rocks, Boulders and Butterflies. SPED Algebra focuses on Boulders. **D1.3** SPED Transition team monitors and reports career assessments and inventories. This information is shared with SPED team and stakeholders (parents). **D1.4** Annual IEP the IEP team reviews student's graduation status	D1.1 Link to Sample Goal Monitoring Page Sample Goal Monitoring IEP D1.2 Link to Standards and Algebra 1 Boulders Rocks and Butterflies Alg 1 Boulders, Rocks,

and makes recommendations based on student's progress.	[Butterflies](#): D1.3 Link to Example Transition Report [Example Transition Report](#) D1.4 Link to a Sample Notes Page for IEP: [Sample Notes Page _IEP](#)

D1.1/ D1.2/D1.3/D1.4 English
 	
 D1.1 English teams (for the most part) uses the same pacing guide- the guide is a living document that fluctuates depending on what students need to relearn. Teachers have an agreed upon time line for assessments. Teachers meet and discuss assessment data to determine what students need to learn the ELOs. All assessments as well as scoring are available on Schoology. Students can see their scores. Parents have access as well.
 	
 D1.2 English has agreed upon grade level Essential Learning outcomes. English 1 Team uses a pacing guide so everyone is more or less teaching the same thing and moving towards the same ELO goals. Use of same rubrics. Grade level team leads and meetings assuring consistency with rubrics and grading practices.
 	
 D1.3 All staff has now moved to the same platform- Schoology. Some departments and staff are beginning to use mastery grading with a focus on learning vs point chasing (Rick Wormeli). English 1 team has agreed upon grading practices and students are allowed to revise and retake assessments in order to pass all ELOs.
	D1.1 [English 1 Pacing Guide](#), Schoology
	
	 D1.2 List of ELOs by grade level, sample common assessments and rubrics
	     [English 3 ELOs](#)
	     [English 3 Q2 Assessment](#)
	     [English 4 Q2 Assessment](#)
	
	 D1.3 See Schoology. Grading agreements from last English 1 PLC

D1.1/ D1.2/D1.3/D1.4 Social Studies **D1.1** - Social Studies Department common summative assessment for both semesters of U.S. History. Students must score 3/5 to pass each learning target within the Essential Learning Outcome. If students are not able to pass a learning objective, they are signed up for Flex Time in order to review and reinforce missed concepts. **D1.2**. Essential Standard Pacing Guides are used to determine which standards for history and social science are the most essential for students to master. We break this up by labeling a standard or substandard as a boulder (most essential), a rock (essential, but not required) or a butterfly (least essential, optional). **D1.3**. Department measures student progress through individual and common assessments. Data from these assessments is used to schedule students into FLEX Time to reinforce and review concepts. **D1.4.** Department is working on common assessments by submitting and voting on questions that will be used to assess student mastery of course Essential Learning Outcomes. **D1.5.** Department has used data from World History courses to provide evidence for the need for a Geography course. Department wrote and submitted curriculum for an approved course for the 2023-2024 school year	Evidence for D1.1. - World History Summative Assessment (in progress) - [U.S. History Summative Assessment](#) - Government/Economics Summative Assessment (in progress) Evidence for D1.2. - [World History](#) - [U.S. History](#) - [Government / Economics](#) Evidence for D.1.3 - Teacher gradebooks - Common summative assessments - Flex Time Evidence for D1.4. - World History ELOs - U.S. History ELOs

	- Government/Economics ELOs Evidence for D1.5. - [Geography course for 23-24](#)
D1.1/ D1.2/D1.4 Counseling Department **D1.1** District counselors have an active PLC and share common presentations that all students receive. **D1.2** Counselors provide service based on our district counseling MTSS intervention model. **D1.4** Student Assessment of Graduation & College Requirements. Counselors offer Pretests and Post-Tests to gauge all grade levels of understanding of areas that include graduation and college requirements, available resources.	D1.1 [District Counseling Action Plan](#) D1.2 [NJUHSD MTMDSS Chart for Counseling](#) D1.4 [Senior Presentation Pre-Test](#)
D1.1/ D1.2/D1.5 PE Department **D1.1** Department has started developing common grading rubrics to use across different classes and units. Some have been completed (see example link in next column). These rubrics are used to assess based directly on the state learning standards we have identified as essential (part of our ELO's) **D1.2** Department has put in place common grading scales and percentage-based weight for various grading categories to be used in each offered course. Agreement has been reached on which categories are appropriate to each class as well as how those categories will be weighted for each course. Categories and their associated weights are listed in the "Grading" section of all class outlines/syllabi. These are made available through schoology or the PE department website. **D1.5** Review of student performance during and after completion of a unit helps determine future adjustments to the program timeline and implementation of the unit's critical components. This has been especially important as we restructure unit plans based on the new block schedule.	D1.1 [Swim Rubric](#) D1.2 [Example Freshman PE Outline](#) [Swim Unit Plan](#) (Sample unit plan that has been reviewed and continually adjusted based on trial during/after the first year under the new block schedule.)
D1.4 CTE does program assessment through grant reporting. Every fall there is a CTEIG report and the Ag Department completes the Ag Incentive Grant Report led by CDE Staff and our level of funding is tied to it. Report is evaluated and signed off by our community CTE and Ag Advisory Committees.	[AG Incentive Grant Report](#)
D1.5 Based on multiple assessment, surveys, and stakeholder feedback, we have implemented a new Bell Schedule since the last WASC review which added 2 additional class periods as well as an Intervention time built into the school day.	[Bell Schedule](#)
D1.5 We have implemented a Late Start Monday to give staff time to look at student learning, and adjust curriculum as needed based on student learning	[Nevada Union High School - Bell Schedules](#)
D1.5 To assist in managing and monitoring where students go for Flex, we have an app to help us schedule students into intervention	[FlexiSched](#)

as well as extension and activities. There is a system in place to make students and teachers accountable for the time to be used efficiently and fairly.	

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

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.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
D2.1 Assessment data is collected by and dissected by vested members of specific curriculums. Learning is analyzed; where did students struggle and where did they excel. Reteaching is addressed as well as where learning can be reinserted to guarantee long term retention of ELO's. Mastery Learning requires multiple data points collected over a long period of time to show learning and retention of learning, therefore cumulative assessments are frequently used.	Sample: Mastery Grading Rubric and Grade Reporting Studio Habits Rubric for VA Visual Arts ELOs SPED Mod/Severe Reading ELOs
D2.1 Teachers discuss assessments to adjust/ determine next steps- where do we see students getting it and where are students struggling? Where do we need to slow down and re-teach? Adjustment to using Leveled and Regular assessments to better accommodate student needs. Assessments still cover the same ELO but more scaffolding for Leveled Assessments. This encourages students to view their assessment as something they haven't passed yet, instead of something they've failed.	English 1 Pacing Guide Sample Regular Assessment for ELO 9.2 Objective Summary Sample Leveled Assessment for ELO 9.2 Objective Summary
D2.1 Departmentally data from our common assessments is analyzed in collaboration with team members, to discuss the effectiveness of our instructional approach. Are students getting it? If not, what can we do differently, to make the material more meaningful and accessible to all students.	Established time each week, set aside for departmental collaboration. This is invaluable, as all team members get a chance to express successes and failures. Visual Arts Collective Commitments for Collab Time
D1.2 In addition to grades, students receive concrete feedback so they know what they need to do to retake or revise an assessment. Meeting with English teachers before retaking assessment. Reaching out to parents to involve them in the process. Determining who needs to be in FLEX based on assessment grades.	Example of feedback given to students

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Opportunities for retaking assessments without incurring penalties for prior low assessment score.
2. Use of multiple measures of assessment for student plans (course selection, supports and interventions, IEP and 504 Plans.
3. Use of Flex time and targeted interventions during specified days for departments for pulling in select students to work with.
4. Use of schoology to report out and monitor student grades.
5. Linking CTE and GFSF information and internships.
6. Working as teams to evaluate student achievement.
7. Departments have identified and agreed on Essential Learning Outcomes

Areas of Growth

1. Common assessments and sharing data
2. Reteaching Standards when students perform poorly on assessments
3. Continuing to grow across departments in regards to mastery grading- revision, retaking assessments
4. Working better as teams

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  o **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion
The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator
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.
E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1 Principal's Weekly is sent to all students and staff through student emails, staff emails, and is posted on the website to provide weekly updates. In English and Spanish.	Principal's Weekly Publicacion Semanal de la Directora
E1.1 Daily Diggins is updated daily with information about student activities and updates. It is available to parents via the school website or by signing up for email. It is read to students each day over the intercom.	Daily Diggins
E1.1 Principal "all calls" go out to all families about important information happening on campus	Via School Messenger System
E1.1 Interpreters/translators are available for all meetings in the case that family members do not speak English	Available as needed
E1.1 Interim progress reports sent quarterly as well as semester grades with feedback provided	Sample Student Report Card
E1.1 Individual parent communication	Sample Student Conference Notes
E1.1 Website is kept up to date with all happenings on campus so that all stakeholders are aware of what is happening and how to get involved.	NU Website
E1.1 Most staff posts grades in schoology with class materials	schoology link
E1.1 Back to School Night hosted weekly in the Fall where parents have the opportunity to visit each of their child's classrooms	Back to School Night
E1.1 International Parent Night hosted weekly in the Fall	Noche Internacional de Padres
E1.1 8th grade parent night: Performances by students; tables set up to showcase academics, sports, clubs, NUPC, enrollment, counseling	Parent Night Info
E1.1 Future Miner Invitational: Held annually with jr. high schools; showcase performances by Band, Choir, Drama and Dance; Assembly by leadership students	FMI
E1.1 Site Council: Meet monthly with committee of parents, certificated, classified and students on School Accountability Report Card (SARC) and Title 1 Budget, WASC and other important school guiding topics	Site Council SARC (draft 2021)
E1.1 Principal walks Tues or Thurs by appt to tour the school and discuss programs with prospective students and families	Appointments can be made by contacting the Principal's Secretary 530-273-4431

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

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 All Students: The school culture demonstrates caring, concern, and high expectations for all 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.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1 Custodial Staff regularly cleans and maintains facilities throughout the day based on use. Frequently trafficked areas are cared for multiple times per day (cafeteria).	Visible throughout campus
E2.2 Daily announcement from the Principal highlighting specific parts of the Miner Code of Conduct for student focus on respect and responsibility	NUHS Student Handbook Miner Code, page 31-32
E2.2 Gay Straight Alliance meets every Monday to support LGBTQI+ students	
E2.3/E2.3 Care by all of the employees in the offices, greeting and speaking with students as they walk in	Can be seen in all offices and student support areas
E2.2 Any staff member on campus can make a referral to STARS for mental health support if they know or see a student struggling	STARS Referral Form
E2.2 Multiple competitions and clinics for students in Marching Band and Jazz Band to challenge themselves and each other.	NCBA Fall Events
E2.2 Career Center (Room C6) open to students seeking assistance as they navigate their upcoming journey into adulthood.	
E2.2 The student created Gold Mine videos help to create a sense of pride for student achievement.	Gold Mine video
E2.3 Teachers belong to professional organizations that support their professional development	

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

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. 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

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 all 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 on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures 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.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
E3.1 Use quarter grades and District Athletic Code (built from Ed Code and CIF rules) to determine eligibility for sports.	Athletic Code Synergy GRD417: Eligibility Report
E3.1 Most teachers assign their own students to interventions that teachers host twice a week in flex. There is also a quiet study hall during flex once a week for every teacher. Students have 4 flex days a week.	flexi sched link
E3.1 ELD program holds alternative smaller and bilingual Back to School night for program families.	International Parents Night
E3.1 ELD program holds Individual Learning Plan meetings with each student and their parents.	ILP Template
E3.1 Smaller targeted Study Hall classes, for students who have been identified by staff as at risk or in danger of not passing multiple classes	
E3.3 Resource department offers intervention during Supported Studies to support students in their regular education classrooms, as well as more targeted intervention during Flex time. Students with IEPs have more time and more support available to succeed in the regular education classroom.	Supported Studies Syllabus 22/23
E3.4 Follow District Athletic Code with respect to registering students for sports including physicals and insurance.	Athletic Code FamilyID.com (online athletics registration)

E3.4 Solid offerings in multiple sports across campus. Competitive equity in the Foothill Valley League (FVL)	NU Sports Programs and Stats via Max Preps
E3.4 AP U.S. Government and Politics students organized and carried out school-wide voter registration drive before 2022 midterm elections	Student Assignments- artifact
E3.4 Large variety of campus clubs and teams for students to get involved in	5Star Clubs and Teams Enrollment Data
E3.4 Field Trips for enrichment/support of learning	2019 Drama Field Trips
E3.4 Two trips to Washington DC for AP Government students- branches of government, leadership training.	Union Article
E3.5 Students lead staff meeting and discussion with teachers on race issues	May 2022
E.3.5 Lavender Graduation held for Senior LGBTQI+	 June 2022
E3.5 Social Justice and Culture appreciation meet bi-weekly to address social and cultural issues that arise on campus and to highlight and learn about social and cultural issues happening across the globe	
E3.4/E3.5 Student Congress meetings give students an opportunity to have their needs and concerns heard by the student government and administration.	Congress Meeting Agenda
E3.5 Student representation on School board	

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Student Voice, along with Trust, respect and professionalism
2. Communication surrounding Miner Code of Conduct and positive behaviors
3. Pushing out information to parents
4. We do a good job of promoting individual programs (extracurriculars, career readiness programs, etc.) via social media and other outlets. Principal's weekly email to students, families and staff as well as the school website provide clarity around school activities and so on.

Areas of Growth

1. Areas for improvement: Student and staff training on inclusiveness and equity and how to address difficult issues and topics

2. Continue to implement Restorative Practices and RAYS Program to promote social-emotional and academic growth

3. Increase sense of pride amongst students and staff by fostering an environment of inclusion for all

4. Ensuring that communication is bi-directional and that students and families are receiving the information we are providing.

5. There is concern amongst staff regarding school image issues and negative social media presence. We would like to develop the image of Nevada Union to be the area school of choice and a welcoming learning environment for all. This area has improved in the website communications and the Principal's weekly newsletter. This is still an area that needs improvement as there are many parents who post negative comments about NU on social media platforms, highlighting fighting, vaping, rampant drugs on campus. We feel we need to highlight & promote the positive parts of NU to the public, perhaps in a more systematic frequent way.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Areas for improvement: Student and staff training on inclusiveness and equity and how to address difficult issues and topics
- Continue to implement Restorative Practices and RAYS Program to promote social-emotional and academic growth
- Embedding Get Focused, Stay Focused as a College and Career curriculum throughout all 4 years of high school
- Increase sense of pride amongst students and staff by fostering an environment of inclusion for all
- Using data more as a means to drive the programs that are offered and development of the master schedule as well as the use of data and analyzing it in order to inform curriculum and instruction.
- Common assessments and sharing data
- Reteaching Standards when students perform poorly on assessments
- Continuing to grow across departments in regards to mastery grading- revision, retaking assessments
- The climate between the school staff and school board has not been a good one over the past couple years. Develop for the site and school board to work more collaboratively for the good of students.
- Continue to develop multiple methods of assessment and provide opportunities for re-teaching/re-learning both within the classroom and during Flex
- Continue work in PLC groups on common assessments and refining/updating ELOs for our current student population.
- Smaller class sizes would make it easier for teachers to adapt to specific needs of students.
- We need more ways to shape experiences for our students...More field trips, guest speakers, Breaking Down The Walls, go to plays etc.
- Mission and vision have been updated, but there is work to be done to communicate that with the community/ stakeholders. Some SLOs need more clarification.
- With the demands of our elective courses, we need materials to support these impacted courses, such as up-to-date computer lab for advanced photo processing, a sink in our additional painting classroom, and updated throwing wheels in ceramics.
- Continue CTE programs including program programming, coding, bracket design (similar to Project Lead the Way) to stay current.
- Continue to increase CTE offerings and pathways to encourage job readiness
- Working better as teams
- Ensuring that communication is bi-directional and that students and families are receiving the information we are providing.
- There is concern amongst staff regarding school image issues and negative social media presence. We would like to develop the image of Nevada Union to be the area school of choice and a welcoming learning environment for all. This area has improved in the website communications and the Principal's weekly newsletter. This is still an area that needs improvement as there are many parents who post negative comments about NU on social media platforms, highlighting fighting, vaping, rampant drugs on campus. We feel we need to highlight & promote the positive parts of NU to the public,

perhaps in a more systematic frequent way.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Through data analysis and monitoring the CA Dashboard it is clear that the **Socio-economically disadvantaged student data** needs to be woven into the current action plan as this student group's performance was of specific concern. As noted above, in 2019 we entered into program improvement based on the achievement gap between our special populations (SPED, EL, Foster Youth) and the general population as well as the number of suspensions for the same population. As seen in our CAASPP scores there is a need to improve in standard mastery for our socio-economically disadvantaged. As noted in the LCAP action plan we determined on our site the same goal is needed; "Students with special needs will receive increased access to the least restrictive learning environment and intervention supports, and the academic performance gap between students with special needs and all students in English Language Arts and Math will decrease".

Starting on Slide 12 this presentation highlights the key areas of need from the CA School Dashboard which we have used to create a goal specifically to target supporting our special population.

NEW GOAL #5 (2023-ongoing**: Students within our special populations (SPED, EL, Homeless, Foster Youth) 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.
> - Focus on trainings for Tier 1 instruction for all staff to connect learning for all student. Examples: Continued PLC training, UDL (Universal Design for Learning), and any other staff trainings that both support student learning, assessment development, data collection and analysis, and restorative practices to address behavioral needs of our students, etc.

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Chapter V: Schoolwide Action Plan

A.   Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B.   State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C.   Describe the school's follow-up process, ensuring an ongoing improvement process.

> Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

NEVADA UNION HIGH SCHOOL:

VISION: We will be a school that shapes life-long learners and thoughtful productive citizens who will make a positive contribution 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.

Nevada Union High School Action Plan: (**Schoolwide Action Plan/SPSA are one in the same)**   (Developed 2022-2023)

<u>**NUHS ACTION PLAN:**</u>

<u>**GOAL 1:**</u> **Continue to improve school culture, climate, health and wellbeing.**

> <u>**TASKS:**</u>
- 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

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

> <u>**TASKS:**</u>
- 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, Schoolwide Learning Outcomes (SLO's) to all stakeholders.

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

> <u>**TASKS:**</u>
- 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.
  - At least two common assessments per semester (at least four per year) will be developed and data reviewed to inform instruction.
  - At least two district wide common assessments will be developed by department specific to each curricular area and the data will be evaluated to inform instruction and district wide decision making.
- 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) 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 development of a student's 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.
- Focus on trainings for Tier 1 instruction for all staff to connect learning for all students. Examples: Continued PLC training, UDL (Universal Design for Learning), and any other staff trainings that both support student learning, assessment development, data collection and analysis, and restorative practices to address behavioral needs of our students, etc.
- Education around trauma informed practices.

Nevada Jt. Union High School District:
VISION:
California's district of choice, preparing all student for success in college, career, and life
MISSION:
Provide quality educational opportunities for high school students in western Nevada County.
VALUES:
QUALITY teaching and learning   HEALTH and SAFE environment
OPTIONS for all students   RESPECT and INCLUSION
PARTNER with students, families, and community

Nevada Jt. Union High School District LCAP Goals:
1. Our district employs and retains **high-quality professional educators** who work together to provide quality educational opportunities that **meet individual student needs** and **prepare all students for success** in post-secondary education, career, and life.

2. Our district provides all students a **guaranteed and viable curriculum** which is meaningful and relevant, with **clear measurements for progress**, and equips students to achieve **success after graduation**.

3. Our district prioritizes **equity, promoting an inclusive school culture** and climate, free from bias, that **values meaningful stakeholder engagement** and systemic **support for all students, families, and staff members**.

4. Students will develop and apply the **knowledge, attitudes, and skills** necessary to understand and **manage emotions**, set and achieve positive goals, feel and show empathy for others, and establish and **maintain positive relationships.**

5. Students will develop **instructional opportunities** that provide targeted **credit recovery and timely remediation** of learning loss.

6. *****Students with special needs** will receive **increased access** to the least restrictive learning environment and **intervention supports**, and the **academic performance gap** between students with special needs an all students in English Language Arts and Math **will decrease**.

DISTRICT:

Areas in need of significant improvement are CAASPP performance in both ELA and math, especially for students with disabilities. Despite decreases in suspension rate over the past two years, the district seeks to see improvements in the districtrict's suspension rate under nonCOVID conditions. The district remains in Differentiated Assistance due to suspension rates and CAASPP performance for particular subgroups. Another area of needed improvement is in participation rates in local and state surveys (LCAP, CA Health Kids). The district is maintaining its effort toward improved focus of curriculum, instruction, assessment, and intervention. In the 2022-23 school year, Bear River High School will join Nevada Union on the 4x8 bell schedule, which includes additional opportunities for credit recovery, and "flex time" four days of the week during the school day. Improvements to the instructional program, specifically the ability to intervene in a timely manner, specifically targets our goals surrounding improvements to CAASPP scores for all student groups, and graduation rates. The implementation of the RAYS program (Restorative Accountable Youth Solutions) as a restorative approach to student discipline aims to improve the district's suspension rate, and the program will expand to Nevada Union HS in the Fall of 2022. The district has developed a new goal for the 2022-23 school year to address low academic performance for students with disabilities. Goal six reads "Students with special needs will receive increased access to the least restrictive learning environment and intervention supports, and the academic performance gap between students with special needs and all students in English Language Arts and Math will decrease".

Highlights found in the 2022-23 LCAP include the continued pursuit of the district's three-year broad goals in connection to the district's Mission and Vision statements. The goals represent a connection between the direction set forth by the board of trustees and the three-year strategic plan that was put into place beginning with the 2021-22 school year.

Highlights of the LCAP plan include:
1. A response to the learning loss and credit deficiencies that resulted from the COVID-19 pandemic.
2. A transition to a 4x8 schedule at Nevada Union and Bear River High Schools, including implementation of Flex Time for student intervention and enrichment.
3. An ongoing commitment to the Professional Learning Community process to continue to support advancements in curriculum, instruction, assessment, and intervention.
4. A response to community calls to address issues of race, inclusion, equity and bias.

5. Continued efforts toward Restorative Practices and reductions in exclusive student discipline practices.
6. Additional mental health services and increased licensed staffing for the STARS therapy program.
7. Additional services to support intervention and flex time scheduling (Flexisched, test management systems,etc.)

Appendices:

A. **[NJUHSD Local Control and Accountability Plan (LCAP)](#): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link**

B. **Results of student questionnaire/interviews**

C. **Results of parent/community questionnaire/interviews**
   [Nevada Union Parent Club Feedback](#)

D. **The most recent California Healthy Kids Survey: [Nevada Union HS CHKS Results](#)**

E. **[Master schedule](#)**

F. **Approved AP course list: https://apcourseaudit.epiconline.org/ledger/**

G. **[Nevada Union UC a–g approved course list](#)**

H. **Additional details of school programs, e.g., online instruction, [college- and career-readiness resources](#) [GFSF Program NUHS](#), [AP/Honors Classes NUHS](#), partnership academies, IB, AVID**

I. **[California School Dashboard performance indicators](#)**

J. **School accountability report card (SARC): [2021-2022 SARC Report](#) Published in the 2022-2023 School Year**

K. **CBEDS school information form**
   📄 **STU602 Ethnicity Data 10.05.2022.pdf**
   [Student Group Data at 10.05.2022](#)
   📄 **NUHS Special Population Breakdown 1.23.2023**

L. **Graduation requirements**
   [Class of 2023](#)
   [Class of 2024](#)
   [Class of 2025 and Beyond](#)

M. **Any pertinent additional data (or have on exhibit during the visit)**
   [www.numiners.com](#)

N. **Budgetary information, including [school budget](#)**

O. **Glossary of terms unique to the school.**
   📄 **NJUHSD Defining Terms/Understanding Around PLC**

🟧 **NUHS Staff Meeting 9/28/2022**
🟧 **Certificated Staff Meeting 10/13/2022**
🟧 **NUHS Staff Meeting 11/9/2022**
🟧 **NUHS Staff Meeting 1/11/2023**

📄 **NJUHS District PD Agenda: January 2023** District Wide Curriculum/Assessment Development Time

🟧 **NJUH District Staff Development Day| 1/30/23** District Wide Data and CASSPP analysis

🟧 **Copy of N.U.H.S. Flex Time review**