The Single Plan for Student Achievement

School: Nevada Union High School

CDS Code: 29-66357-2935500

District: Nevada Joint Union High School District

Principal: Mike Blake

Revision Date: February 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Nevada Union High School's Vision and Mission Statements
Nevada Union High School is dedicated to providing a vibrant educational environment and a culture of caring where academic excellence can be achieved and responsible citizenship will be developed in partnership with students, staff, and community.

School Profile

The early morning hours find students arriving at Nevada Union High School long before the bell signals the start of the school day. Students in zero period band and choir, athletes, club members, and Executive Council officers all voluntarily participate before first period officially begins. As buses deliver the rest of the student body to campus, students congregate in the student commons (cafeteria) to study, socialize, and complete homework. When the library media center opens, it is quickly flooded by students accessing the Internet for research or developing projects and papers. By the time first period actually begins, Nevada Union is fully alive and productive.

During second period, classroom televisions broadcast the daily bulletin created by Partnership Academy students. Announcements, features, and other events are shared with the entire student body. During safety week, each day features procedures for students and staff to follow in the event of an emergency. The broadcast is an effective tool to keep the school community informed of upcoming events and opportunities. With over thirty clubs, thriving performing arts programs, and a full offering of athletic programs at freshman, junior varsity, and varsity levels, every student has the opportunity to contribute to the larger Nevada Union culture that thrives outside of the classroom.

The regular school day schedule is supplemented by a variety of activities. The advanced and intermediate dance classes visit local feeder schools to promote their elective program and to showcase pieces that were choreographed by former students now performing in New York. The agriculture department also visits schools for farm days, taking livestock and making presentations about careers in agriculture. Debate team members mentor junior high students to help them develop skills before joining the high school program. Students can be seen wearing T-shirts from the recent blood drive sponsored by Executive Council. Plans for the upcoming food drive flash across the digital marquee. "Busy" only begins to describe the environment created by involved students and dedicated staff members.

The school day ends at 2:25 p.m., but many students remain on campus for practices, rehearsals, and tutoring. The site is often utilized late into the evening with athletic competitions, dances, performances, and other extracurricular activities. The school's facilities, such as the Don Baggett Theater and science lecture hall, bustle with both student and community activity daily, hosting events that serve all of Nevada County. Various recreational athletic leagues use the facilities, as well, and younger students from surrounding schools begin to feel what it is like to be a Miner. Nevada Union acts as a community center, both during the week and on weekends throughout the year, and staff and students take pride in being an active part of the bigger community.

Nestled in the foothills of the Sierra Nevada's, Nevada Union High School sits beneath the waving pine trees of California's Gold Country. The Gold Country, including Nevada County, became well known in California history during the 1850s, and the school's mascot, the Miner, is embraced as an icon throughout our area. The success of Nevada Union's academic, athletic, and extracurricular programs has helped coin the phrase "Miner Magic," which has become a common slogan among those associated with the school.

Nevada Union High School

Nevada Union is the largest comprehensive high school in the Nevada Joint Union High School District. The school opened in 1961 to serve the needs of Nevada City, Grass Valley, and surrounding communities including North San Juan, Camptonville, Penn Valley, Rough and Ready, Lake Wildwood, Chicago Park, and Alta Sierra. Some students elect to make a 50-mile commute each direction in order to attend the school. The pride in being a Miner is instilled in children at an early age in our rural community, and this continues as students pursue their dreams on our campus.

Nevada Union High School is dedicated to providing a vibrant educational environment and a culture of caring where academic excellence can be achieved and responsible citizenship is developed through partnerships with students, staff, and community. Students who attend Nevada Union embrace its commitment to academic excellence; however, they are also involved in a myriad of award-winning extracurricular programs. Nevada Union is host to numerous championship athletic teams, an internationally recognized choir, a nationally recognized agriculture program, the 2011 National Championship Parliamentary Procedure Career Development team, and a regionally recognized art program.

Over the past years, Nevada Union has experienced a reduction in staff due to declining student enrollment. The peak enrollment of 2,785 students has steadily decreased. From 2008-2012, the student body has decreased from 2,317 to 2,087 and is projected to fall below 1,900 for 2014-15. Despite the reduction in student body, Nevada Union has been committed to retaining the majority of its programs and continues to meet the needs of its diverse student population.

In addition to the reduction in student body population, Nevada Union is experiencing a shift in demographics. Over the past ten years the percentage of Caucasian population has declined from 92.4% to 84.4% at the current time. The overall ethnic population has increased, although the shift cannot be attributed to a single group. Another dramatic shift occurring in the student body is the increasing number of socioeconomically disadvantaged students. Over a ten year span, the percentage of students enrolled in the Free and Reduced Lunch program has increased from 4.5% (2002/2003) to 25.6% (2010/11) and to a projected 36% (2013-14). In order to meet the changing needs of the student population, Nevada Union has implemented a number of programs designed to help students achieve academic and personal success.

Nevada Union graduates are well prepared for life after high school. The school harbors a well-developed Regional Occupational Program (ROP) and offers numerous Career Technical Education (CTE) courses for life skills. Nearly 50% of last year's graduating class completed all of the requirements for UC/CSU admission.

Community members and locals are frequently on campus for choir, theatrical or athletic performances. Former students return to the school as coaches, mentors, teachers, and to visit staff members who made an impact on their lives. In the words of our alma mater: "Faithful, loyal, firm and true we'll be 'til we die." Nevada Union High School students are MINERS for life!

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an anaylisis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

- Survey generated by Site Council
- Healthy Kids Survey
- Columbia Teen Screen
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Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- Teacher evaluations are governed by the collective bargaining agreement (CBA). Probationary teachers are formally evaluated twice a year. Tenured teachers are formally evaluated every other year. Informal observations occur throughout the year. Teachers are provided feedback for both the formal and informal evaluations.
- Teachers have supplemented thier instructional practices with LCD projectors, ELMO's and other technologies as the funds allow.
- Five computer labs are available for teacher use.
- A library media center is maintained with open computer use for students and staff throughout the day.
- Students in the Home Base program have a dedicated classroom and computer lab available for classwork. This room is supervised by a certificated staff member.
- Partnership Academy has a computer lab for multimedia production (i.e. for filming, editing and broadcasting student news on a daily basis).
- Performing and Visual Arts classes host public events (galleries, performances and feeder school visitations)
- The Agriculture (FFA) program works closely with the county fair and feeder schools to promote agriculture as a viable career opportunity. Students in this program compete at local, regional, state and national competitions.
- Student Leadership classes and Executive Council organize various charity events and coordinate school activities (ie. blood drive, homecomings, rallies, donation days)

Description of Barriers and Related School Goals

1. Addressing the achievement gap with the Socio Economic Disadvantaged group (SED)- Addresses in in Goal #1. Interventions for freshman students with behavior issues- This is a point of discussion with the District Leadership and plan will start to develop with possible implementation in the 2014-15 school year.

2. Restrictive 6 period student schedule- Students can't benefit in the educational experience because of the number of classes is limited by the number of classes on the schedule. Starting in the spring 2014 discussions about alternative schedule options will be initiated with the staff will be initiated.

3. Reduction in Resources/Funding due to state deferrals, declining enrollment and charter competition.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,539	1,445	1,360	1,313	1,243	1,140	9	9	6	17	21	20
Growth API	790	801	794	795	805	801				849	800	765
Base API	811	788	809	817	794	813	735			865	844	803
Target	A	5	A	A	5	A						
Growth	-21	13	-15	-22	11	-12						
Met Target	No	Yes	No	No	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	96	102	111	12	15	28	400	259	465	125	99	142
Growth API	748	769	762	685	707	682	726	753	750	592	550	576
Base API	755	747	783	701	680	719	756	724	754	624	589	555
Target			5				5	5	5	9		
Growth			-21				-30	29	-4	-32		
Met Target			No				No	Yes	No	No		

Conclusions based on this data:

1. Student groups declined on overall API

2. Sub-group scores still show achievement gap.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	98	98	98	98	98	100	100	100	100	100	100
Number At or Above Proficient	394	348	313	351	303	266	--	--		--	--	
Percent At or Above Proficient	73.8	69.9	70.2	73.7	72.3	71.5	--	--	--	--	--	--
AYP Target: ES/MS	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**
AYP Target: HS	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	97	98	98	86	96	97
Number At or Above Proficient	22	21	27	--	--		78	83	81	19	14	19
Percent At or Above Proficient	75.9	55.3	67.5	--	--	--	57.4	54.6	57.0	39.6	32.6	38.8
AYP Target: ES/MS	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**
AYP Target: HS	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**
Met AYP Criteria	--	--	--	--	--	--	No	No	No	--	--	--

Conclusions based on this data:

1. Participation rate continues to be high.

2. Student groups not reaching proficiency levels.

3. PI status as result of not reaching proficiency level as prescribed by NCLB

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	98	98	98	98	98	100	100	100	100	100	100
Number At or Above Proficient	381	355	294	345	304	250	--	--		--	--	
Percent At or Above Proficient	71.5	71.6	65.9	72.6	72.9	67.0	--	--	--	--	--	--
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	98	98	88	98	95
Number At or Above Proficient	17	24	24	--	--		77	87	80	13	10	16
Percent At or Above Proficient	58.6	63.2	60.0	--	--	--	56.2	56.9	56.3	27.1	22.7	33.3
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	--	--	--	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. Student groups not meeting mandated proficiency rate although rates are improving.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning			
	#	%	#	%	#	%	#	%	#	%		#
9	2	25	4	50	2	25						8
10	1	25	2	50					1	25		4
11	1	25	2	50	1	25						4
Total	4	25	8	50	3	19			1	6		16

Conclusions based on this data:

1. 75% of students are advanced or early advanced standing.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
9	3	27	4	36	2	18			2	18	11
10	1	14	4	57			1	14	1	14	7
11	1	25	2	50	1	25					4
12	3	23	6	46	3	23			1	8	13
Total	8	23	16	46	6	17	1	3	4	11	35

Conclusions based on this data:

1. 69 % of students are advanced or early advanced standing.

2. Progress for beginning and early intermediate students needs to be monitored.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
Increase proficiency rates on CAHSEE census for sub-groups.
Data Used to Form this Goal:
CAHSEE scores
Findings from the Analysis of this Data:
Approximately 10-12 students moving from 350-379 band into 380+ band will allow for Safe Harbor status.
How the School will Evaluate the Progress of this Goal:
CAHSEE Results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide academic support for ELA/Math.	August 2014					
Provide CAHSEE data to staff indentifying students in need of CAHSEE support.	August 2014					
Provide CAHSEE test prep opportunities.	January 2014					
Utilize collaboration time with 10th grade ELA/Math teachers to develop CAHSEE instructional strategies for in class use.	January 2014					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Develop local assessments in core areas to inform instruction as transition to Common Core testing in 2014-15.
Data Used to Form this Goal:
Department developed benchmark tests.
Findings from the Analysis of this Data:
Collaboration time the past year has been dedicated to transition to Common Core standards.
How the School will Evaluate the Progress of this Goal:
API Scores Common assessments and benchmark exams when developed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core departments (Math, English, Science, and Social Studies) develop benchmark exams to be administered during the 2014-15 school year.	2014-15					
Intervention classes and programs for identified students	August 2014					
Staff development for teaching lower achieving students. Teaching models Instructional strategies Curriculum development	2014-15					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine testing practices. Time, pace, schedule supervision ("nuts and bolts") Protocol for students who do not respond "Adoptions" of students by staff at testing time.	Spring 2014					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
Develop course offerings for all students. • Prepare more students for 4 year college entrance and readiness by increasing enrollment in UC A-G course offerings. • Encourage the development of courses that would meet UC A-G requirements • Enhance and develop more CTE courses.
Data Used to Form this Goal:
• Declining enrollment. • Exit questionnaires. • Parent advisory committee input.
Findings from the Analysis of this Data:
• Anecdotal evidence that students leave the school due to limited course offerings. • Parent/student requests
How the School will Evaluate the Progress of this Goal:
9th grade entrance survey Enrollment data Grades Post secondary enrollment surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase advanced course offerings	August 2014					
Increase CTE opportunities	August 2014					
Emphasize importance of post-secondary education Speakers Career Fairs College Visitations Sophomore Projects Freshman transition program	August 2014					
Involve staff in the creation of UC A-G courses	Fall 2013					
Create a 9th grade survey about post secondary plans.	Delayed until 2014-15					
Develop incoming freshman placement tests for upper level math and science Reduce the number of students enrolled in lower level math and science courses	Fall 2015					

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Create a safe and healthy learning environment.
Data Used to Form this Goal:
Site Council input, survey results
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Review the participation / outcome of activities and events.   Review the surveys for feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. Provide bi-yearly assemblies to address bullying issues.	June 2014					
3. Staff team will receive Positive Behavioral Interventions and Support training	Spring 2014					
4. Implementation of PBIS strategies schoolwide as recommended by staff team	August 2014					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Organize an assembly that would showcase student talent including presentations in music, dance, drama, sports, art, and documentary movies. Students could choose which assembly to attend.	Spring 2014					
6. Ongoing assessment and improvement of Link Crew Program for incoming freshmen	August 2014					
7. Increase outreach to feeder schools (including Charter schools) illustrating the diverse aspects of NU (ex. art, choir, dance, student leadership and sports)	Spring 2014					
8. Facilitate feeder school visits to NU campus modeled after Partnership Program.	Fall 2014					
9. Participation in District Facilities master planning for improvements concerning NU	Spring 2014					

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Improve overall technology by: • Increasing the use of technology by students to prepare them for post-graduation, research and communication. • Increasing the availability and use of a variety of technological tools used for instruction in the classroom. • Increasing the use of our school website.
Data Used to Form this Goal:
Site Council input, survey results
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Action plan implemented.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
1. Form a Technology Committee to address all technology goals. New Goal: Continue collaboration between site council and technology committee	Spring 2014					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Explore wider use of student laptops, tablets, onlinebooks/Kindle/tablets/textbook and other phd's. Discussion within Tech Committee and District Tech Director	Spring 2014					
3. Implement the use and expansion of WiFi.	Spring 2014					
4. Recording, publishing and posting video of school activities for community members to view on the school website.	Srping 2014					
5. Explore the increased use of computer courses/blended learning as a requirement for graduation.	2014-15					
6. Investigate a program of student-teacher mentoring for innovative technologies.	2014-15					

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Provide a variety of venues for communication among the school community by: • improving avenues of communication between administration, students, staff and community • promoting greater administrative presence • designing opportunities for parents to become involved and aware of NUHS systems in place
Data Used to Form this Goal:
Site Council input
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Check progress of action plan. • Have staff trainings been held? • Compare the number of staff w/active websites. • Has parent boot camp been held? • Review feedback by participants. • Has website orientation been held? • Review feedback by participants. • Have semi-annual parent meetings been held/scheduled? • Review of evaluations.   Summarize feedback from participants and stakeholders via surveys, project evaluations and reflections.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Improve communication among all stakeholders by promoting a concerted effort of teaching staff to use professional website as means to communicate class work/policies/timelines by providing peer training, training within departments, and/or screencasts on how to create & maintain a website.	2014-15					
2. Design a variety of opportunities for parents to become involved and aware of the Nevada Union High School systems in place (attendance procedures, Home Access Center, website and methods of communicating with staff) by: hosting a "new parent" boot camp during the summer to introduce parents to our school, the administrators, the staff and the "nuts and bolts" of how to become an integral part of our community. providing website orientations for parents to teach them how to navigate through our website and the Home Access Center. hold staff/parent meetings twice a year to address specific topics, concerns and/or issues. Plan meetings ahead of time and announce them to the community via Daily Diggins, website and telephone all-calls. Publish them on the calendar. Invite staff to attend.	August 2014					
3. Increase communication through technology such as texting, email and web pages.	2014-15					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Investigate the development of a parent web corner for the purpose of enhanced communication with parents.	2014-15					
5. Encourage staff to make positive contacts with parents.	ongoing					
6. Promote positive site and district administrative presence on campus by attending Student Congress meetings, visiting with students during lunch, making the rounds in classes and advertising open door policy.	ongoing					
7. Develop and promote avenues of accessibility of administrators to students, parents, staff and community.	ongoing					

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Develop site facility "project list" for beautification, improvement, and upgrades for integration with District facilities plan.
Data Used to Form this Goal:
Site Council input, Athletic Director input, NUPC
Findings from the Analysis of this Data:
Infrastructure improvements needed along with general maintenance and beautification.
How the School will Evaluate the Progress of this Goal:
Site "list" presented to District committe

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site faciliities committee formed to assess needs throughout the entire school.	Spring 2014					

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Curriculum
SCHOOL GOAL #1:
Support teachers to increase their comfort level, confidence, and use of common core strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
See attached Common Core Implementation Plan.						

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mike Blake	[X]	[ ]	[ ]	[ ]	[ ]
Jordan Horowitz	[ ]	[X]	[ ]	[ ]	[ ]
Michael Brown	[ ]	[X]	[ ]	[ ]	[ ]
Courtney Wadman	[ ]	[X]	[ ]	[ ]	[ ]
Shawn Garvey	[ ]	[ ]	[ ]	[X]	[ ]
Pauli Simas	[ ]	[X]	[ ]	[ ]	[ ]
Gene Cook	[ ]	[ ]	[X]	[ ]	[ ]
Carol Lee	[ ]	[ ]	[X]	[ ]	[ ]
Michelle Baker	[ ]	[ ]	[ ]	[X]	[ ]
Carolyn Bronson	[ ]	[ ]	[ ]	[X]	[ ]
Cynthia Slayton	[ ]	[ ]	[ ]	[X]	[ ]
Kyle Logan	[ ]	[ ]	[ ]	[ ]	[X]
Chelsea Lopez	[ ]	[ ]	[ ]	[ ]	[X]
Emma Potter	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category:	1	5	2	4	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[ ]	State Compensatory Education Advisory Committee	
		Signature
[X]	English Learner Advisory Committee	
		Signature
[X]	Special Education Advisory Committee	
		Signature
[ ]	Gifted and Talented Education Program Advisory Committee	
		Signature
[ ]	District/School Liaison Team for schools in Program Improvement	
		Signature
[ ]	Compensatory Education Advisory Committee	
		Signature
[ ]	Departmental Advisory Committee (secondary)	
		Signature
[ ]	Other committees established by the school or district (list):	
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Mike Blake
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Shawn Garvey
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Nevada Joint Union High School District

	Phase I (Fall 2013)		Phase II (Spring/Summer 2014)		Phase III (Fall/Spring 2014 - 15)	
	For the Classroom (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)
Curriculum Generate curriculum that supports college and career readiness in all content areas.	Identify topics and subtopics in existing curricula needing additional attention to fully implement CCSS. Review CCSS standards. Investigate math pathways i.e. integrated or traditional. Develop remedial and accelerated math pathways. Facilitate on core teacher meeting on methods to support ELA standards.	Organize and schedule department teams in ELA, Math, SS and Science to examine existing curriculum for CCSS alignment. Plan agenda for the first professional development day. Examine curriculum adopted by other districts. Send departmental teams to collaborate with local districts. Schedule mathematics instructors and administrators to attend Patrick Callahan traditional sequence versus integrated math 1, 2 & 3. Organize non-core ELA support training.	Determine essential course content. Develop pacing guides for core classes. Pilot new curriculum and share results. Meet in core cross-curricular teams to develop school-wide best practices. Meet in cross-curricular groups to facilitate interdepartmental common core projects. Collaborate with feeder schools to providing a seamless experience to students. Form core or cross-curricular groups for summer training.	Schedule department teams to align, revise and pace course level curriculum. Schedule cross-curricular meetings. Schedule feedback groups to disseminate "lessons learned" from common core implementation. Facilitate cross-curricular planning. Coordinate collaboration with feeder schools with the county office of education. Coordinating with staff schedule and write agendas for summer planning time. Work with staff to create a collaboration day schedule that prioritizes common core activities.	Refine essential course content. Fine tune pacing guides. Collaborate with peers to discuss best practices. Submit revised course of study to DDC.	Align, revised and pace course level curriculum for use in 2014 – 2015 school year Schedule feedback groups to disseminate "lessons learned" from common core implementation
Resources, Materials, Textbooks Identify and acquire items to support instruction and learning.	Use existing resources, materials, textbooks, communicating any gaps between existing materials and CCSS. Collaborate in department teams to identify new resources that enable the teaching of common core standards.	In cross-curricular teams evaluate current resources, materials, and textbooks for alignment with CCSS ELA standards. Initiate content area teams to evaluate new resources. Develop criteria for the acquisition of new resources. Investigate clickers and smart devices as classroom assessment tools. Generate district-wide inventory of current materials so that others may share/ pilot.	Pilot new or hybrid resources such as clickers or smart devices. Continue to evaluate current and new resources, materials and textbooks for CCSS. Re-examine library materials for common core use.	Create a feedback loop that cycle's new material evaluation to content area teachers. Prioritize the purchase of materials necessary to implement the CCSS. Identify informational text that maybe used by non-core areas. Schedule librarian presentation of existing common core materials and potential subscription resources.	Continue to: Pilot new or hybrid resources Evaluate current and new resources, materials and textbooks. Recommend materials for purchase.	Continue to: Develop hybrid resources Evaluate new materials and disseminate recommendations Purchase materials for common core curriculum

Board Approved: November 13, 2013

Nevada Joint Union High School District

	Phase I (Fall 2013)		Phase II (Spring/Summer 2014)		Phase III (Fall/Spring 2014 - 15)	
	For the Classroom (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)	**For the Classroom** (What the teachers do to prepare their students for career and college readiness)	**Behind the Scenes** (What admin does to support and coordinate teacher efforts)
<u>Instructional Practices</u> Develop strategies to systematically move all learners toward clearly defined CCSS learning goals.	Develop instructional practices across the content areas to address the CCSS in writing, comprehension strategies and informational text. Explore instructional strategies that address Depth of Knowledge (DOK). Develop a system for implementing academic language.	Organize department teams in ELA, Math, SS and Science to investigate new instructional practices. Plan district-wide minimum day on DOK. Plan three-day summer workshop facilitated by PCOE. Plan agenda for the first professional development day. Register mathematics teams to attend Callahan instructional practices conferences.	Meet in district-wide or site level teams to develop a plan for creating common core instructional practices. Develop a timeline for the implementation of common core lessons in the classroom. Teach CCSS lesson plans. Peer observations of CCSS lessons. ELA teachers share techniques for close reading, generating essay rubrics	Plan the agenda for the professional development days Plan collaboration day schedule Schedule the implementation of common core lessons into the classroom Observe common core lessons Train teachers through local workshops or conferences Working with staff define the role of content area coaches/experts	Meet in district-wide or site level teams to continue creating common core lesson plans. Teachers increase the number off common core lessons that they teach.	Continue to plan for Professional Development and Collaboration days Observe common core lessons Train teachers through local workshops or conferences
<u>Assessments</u> Align formative, summative and benchmark assessments to common core standards.	Maintain use of existing formative and summative assessments. Examine new assessments released by SBAC. Establish DOK levels of existing assessments. Take the SBAC practice test in mathematics and ELA.	Procure assessment items aligned with CCSS Assess technology for computer adaptive testing Establish district departmental common assessment teams. Research test delivery software. Determine technological skills needed to take a computer adaptive test and work with staff to integrate these skills into curriculum.	Review DOK documents to produce formative, interim and benchmark assessments from the state provided test bank. Initiate course level common assessments for each semester. Pilot the use of clickers and smart devices for classroom assessment. In selected courses incorporate Integrated Project as a cumulative assessment.	Train teachers to use the state provided databank of CCSS test questions. Provide support for common assessment teams. Develop the framework for interim assessment distribution. Purchase and train staff on new test delivery software. Train teachers in Integrated Project assessment. Working with students and staff develop test score incentives.	Incorporate classroom assessment which occur under similar conditions to the SBAC assessment	Provide support for common assessment teams. Implement quarterly district-wide interim assessments into core areas.