

# The Single Plan for Student Achievement

**School:** Nevada Union High School  
**CDS Code:** 29-66357-2935500  
**District:** Nevada Joint Union High School District  
**Principal:** Dan Frisella  
**Revision Date:** February 2015

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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## District Vision and Mission

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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."

\* The site's Vision Oversight Team currently has a revised Mission and Vision statement which is near approval. The official Mission and Vision for the school will be revised prior to the end of the Spring 2015 semester.

## School Profile

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 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.

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 an hour before first period begins at 7:30. As buses deliver the rest of the student body to campus, students congregate in the student commons areas to study, socialize, eat and complete homework. When the library media center opens, it is quickly flooded by students to access computers, socialize, and work on projects and homework. With the campus outfitted for student and public WiFi access, students can be found throughout the halls being productive at any hour. By the time first period actually begins, Nevada Union is fully alive and productive.

At the start of second period, classroom televisions and projectors broadcast the daily NU News show created by Partnership Academy students. Announcements, features, and other events are shared with the entire student body. The broadcast is an effective tool in developing the school community and keeping stakeholders informed. With over thirty clubs, thriving performing and visual 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 culture of Nevada Union. Amongst the array of elective courses and clubs, students have the opportunity to participate in Dance, Choir, Band, Athletics, Ag Mechanics, FFA, Auto Mechanics, Journalism, NFL Debate, Advanced Leadership, Drawing & Painting, Ceramics, Photography, Culinary Arts, Woodworking, STE(A)M, Engineering & Design, and Drama. The facilities of the school are an enormous asset to the community; whether it's the Don Baggett Theater, Albert Ali Gymnasium, the Science Lecture Hall, the Wrestling Gym, or the West Gym, Nevada Union acts as a community center, both during the week and on weekends throughout the year. Our staff, students, and community take pride in NU's involvement and support of the larger community.

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 2008-2014, the student body has decreased from 2,317 to 1,732 and is projected to fall below 1,700 for 2015-16. Despite the reduction in students, 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 roughly 33% (2014-15). 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.

Community members and locals are frequently on campus for choir, theatrical, athletic performances, or a personalized "Lunch Tour" with the principal. Former students return to the school as coaches, mentors, teachers and staff, and often show up to rekindle relations with 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 analysis 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).

1. Student survey generated by Site Council (Oct. 10, 2013): The survey created by the 2013-14 SSC was criticized as lacking validity and reliability. The student survey was administered regardless and information was collected. The survey consisted of 27 questions across three sections - technology, communication, and culture & climate. In general, roughly 30-40% of students responded "Neutral" to the questions posed. Overall findings regarding Technology are that 50% or more students feel that the school should be increasing the integration of technology into the classroom; that use is actually increasing; that teachers effectively use the tech communication tools at hand; that the NU News show is an improvement in mode of daily bulletin delivery; and report having access at home to the internet. 50% or more do not feel that internet filters are appropriate and do feel that they hinder internet research on campus. Regarding Communication, 50% or more students feel that there is at least one adult on campus that they can go talk to if they have a problem; and that school events are well advertised. Regarding Culture and Climate, 50% or more students feel that there is a significant presence of drugs on campus; that their teachers, admin and staff genuinely care about their education; that there are a lot of school functions and extra-curricular activities which they can take part in; that they feel safe on campus; that audio devices should be allowed in classrooms; and that as incoming freshmen, they were given enough information to be able to successfully transition into high school.

2. Healthy Kids Survey: The most recent CHKS results (2012-13) indicate that our school district participates in less unhealthy behavior than the state average across the board, except for in the area of chewing tobacco. We also produce a high score on the School Connectedness Scale (9th grade=60, 11th grade=55) as compared to the state average (9th grade=34, 11th grade=31).

3. A parent survey is currently available to parents district-wide, as a tool for gathering input on the district LCAP.

4. The school site still plans on administering a Student, Staff and Parent survey, provided by the Alliance for the Study of School Climate, out of CSULA, so that baseline data can be generated that is based on a valid and statistically reliable tool.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- Formal teacher evaluations take place in accordance with the collective bargaining agreement (CBA). Probationary teachers are formally evaluated twice a year. Tenured teachers are formally evaluated every other year.
- Instructional walks are performed by the administration twice a week and are currently performed in teams of two. Currently, feedback from these walkthroughs is not being provided.
- Teachers participating in the BTSA program have multiple observations with feedback provided from their BTSA mentors on an ongoing basis.

Overall, teachers are mostly up to speed with instructional technology hardware. The majority of classrooms have LCD projectors, and most have document cameras. One time CCSS funding has been utilized for technology upgrades and will continue to be as the school year closes out. Our student population is typically engaged in classroom instruction. As in most cases, there is room for improvement. The administration is working to define instructional expectations and to articulate these to the staff, so that we can begin to consistently and systematically analyze our effectiveness, with a culture of shared feedback and a growth cycle.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Departments are in the process of developing essential learning objectives for content areas and common assessments. We are developing a culture of collaboration where local assessments can be utilized by teachers (and teams of teachers) to modify and improve instruction and student learning.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The district recently discontinued our contact with Datawise, and adopted OARS. Once proficiency is developed with this new tool, we can begin to look at student progress data.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

## 18. Fiscal support (EPC)

### **Description of Barriers and Related School Goals**

1. Transportation, Intervention, School start time - One of our ongoing barriers to student intervention has been transportation. Over 1/3 of our student population utilize the bus system for transportation. This third is made up of underclassman and our SED population, primarily. Currently tutoring is offered before and after school, which creates a challenge for these disadvantaged students. This barrier is addressed in Goal #1 with academic support classes during the school day, and Goal #2 with the development of common assessments to better evaluate student learning and systematize opportunities for intervention. The school (and district) are also exploring a change in bell schedule - two priorities in this exploration are the ability to provide interventions within the school day, and a later start to help offset the early mornings for those students who ride the bus for up to an hour each direction.

2. Reduction in Resources and Funding due to state deferrals, declining enrollment and charter competition. This barrier is being addressed by Goal #3, continuing to refine and enhance course offerings in both UC A-G track and in CTE pathways, and Goal #4 facilitating 8th grade feeder school visitation day for students to get acquainted and excited about the school, see facilities/programs, and meet staff. All school goals aim to improve the overall product that Nevada Union offers in an effort to stabilize declining enrollment.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	1,445	1,360		1,243	1,140		9	6		21	20	
<b>Growth API</b>	801	794		805	801					800	765	
<b>Base API</b>	788	809		794	813					844	803	
<b>Target</b>	5	A		5	A							
<b>Growth</b>	13	-15		11	-12							
<b>Met Target</b>	Yes	No		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	102	112		15	28		259	461		99	147	
<b>Growth API</b>	769	760		707	682		753	750		550	575	
<b>Base API</b>	747	783		680	719		724	754		589	555	
<b>Target</b>		5					5	5				
<b>Growth</b>		-23					29	-4				
<b>Met Target</b>		No					Yes	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98	99	98	98	99	100	100	100	100	100	100
Number At or Above Proficient	348	313	279	303	266	238	--	--	--	--	--	--
Percent At or Above Proficient	69.9	70.2	67.1	72.3	71.5	68.2	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	No	No	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	95	100	100	100	98	98	99	96	95	95
Number At or Above Proficient	21	27	19	--	--	3	83	81	81	14	19	11
Percent At or Above Proficient	55.3	67.5	55.9	--	--	25.0	54.6	57.0	55.9	32.6	38.0	23.9
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98	99	98	98	99	100	100	100	100	100	100
Number At or Above Proficient	355	294	318	304	250	269	--	--	--	--	--	--
Percent At or Above Proficient	71.6	65.9	76.1	72.9	67.0	77.1	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	Yes	No	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	100	100	100	98	98	99	98	93	99
Number At or Above Proficient	24	24	24	--	--	8	87	80	99	10	16	15
Percent At or Above Proficient	63.2	60.0	66.7	--	--	66.7	56.9	56.3	67.8	22.7	32.7	31.9
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--	--	--	--	--	Yes	No	Yes	--	--	--

#### 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	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	11	2	22	2	22	3	33	1	11	9
10	1	13	3	38	3	38			1	13	8
11	***** *	***	***** *	***	***** *	***					*****
12	***** *	***			***** *	***					*****
<b>Total</b>	4	17	6	26	8	35	3	13	2	9	23

#### 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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>	1	10	2	20	2	20	4	40	1	10	10
<b>10</b>	1	13	3	38	3	38			1	13	8
<b>11</b>	1	25	2	50	1	25					4
<b>12</b>	2	11	6	33	6	33	4	22			18
<b>Total</b>	5	13	13	33	12	30	8	20	2	5	40

#### 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.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

- 1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Met Target for AMAO 3</b>			

#### Conclusions based on this data:

1.

## 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:

<b>SUBJECT: Academic Accountability</b>
<b>LEA GOAL:</b>
LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
<b>SCHOOL GOAL #1:</b>
Increase proficiency rates on CAHSEE census test for all students and sub-groups.
<b>Data Used to Form this Goal:</b>
CAHSEE scores Program Improvement Y3 status
<b>Findings from the Analysis of this Data:</b>
It is necessary to decrease the number of non-proficient scores (under 380) in ELA and math by 10% to make Safe Harbor status and freeze the advancement of PI status. The greatest challenge is targeting content strands in need of remediation/preparation as the current 10th grade class does not have baseline data.
<b>How the School will Evaluate the Progress of this Goal:</b>
The attainment of Annual Yearly Progress (AYP) targets, reported Fall 2015.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide academic support for ELA/Math. Recruit peer tutors to support targeted students in this setting and provide staff development to staff involved.	Ongoing	Principal, counselors, teachers	6 teaching sections	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	72,000
Provide CAHSEE data (OARS CAHSEE diagnostic for all 10th graders) to staff identifying students in need of CAHSEE support, and areas of need.	November 2015	Teachers, administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CAHSEE test prep opportunities.	Spring 2015, Ongoing	Administration, teachers	Extra duty	1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	500
Utilize collaboration time with 10th grade ELA/Math teachers to develop CAHSEE instructional strategies for in class use.	Fall 2015, Ongoing	Teachers				
Support testing preparation across disciplines and teach test-taking skills.	Spring 2015, Ongoing	Administration, teachers				
Continue to refine testing practices (time, location, bell schedule, supervision).	Spring 2015, Ongoing	All staff				

## 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:

<b>SUBJECT: Curriculum, Instruction and Assessment</b>
<b>LEA GOAL:</b>
LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
<b>SCHOOL GOAL #2:</b>
Further develop and clarify departmental learning outcomes based on the CCSS and improve consistency and integration of instruction across the curriculum.
<b>Data Used to Form this Goal:</b>
Staff development from Solution Tree on PLC model of instructional practices. Admin identified need for guaranteed and viable curriculum and a systematic process for assessment to facilitate the sharing of teaching practices through the use of designated collaboration time. State transition to CCSS.
<b>Findings from the Analysis of this Data:</b>
Time needs to be protected for the development of common assessments. Departments have requested release days to gain momentum in establishing grade-level/content essential learning outcomes.
<b>How the School will Evaluate the Progress of this Goal:</b>
Number of common assessments for each department and/or curricular team. Anecdotal teacher observations of the benefits of sharing teaching practices around the evaluation of student learning (use of data derived from common assessments). Teacher use of OARS program (Online Assessment and Reporting System). Student performance on SBAC testing.

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 department learning outcomes and two common benchmark assessments in alignment with CCSS; proctor assessments, and evaluate results. Departments will develop two per year.	Fall 2015, Ongoing	Teachers	Release days for developing dept learning outcomes and revising course of studies	1000-1999: Certificated Personnel Salaries	Common Core	3,000
Transition plan to adjust current curricula to CCSS.	2015-2019	Teachers	Release days for developing revising course of studies to align with CCSS standards			3,000
Staff development for working with lower-achieving students. <ul style="list-style-type: none"> <li>Teaching models</li> <li>Instructional strategies</li> <li>Curriculum development</li> </ul>	Summer 2015, Fall 2015	Teachers, classified staff		1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	10,000
				2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	5,000

## 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:

<b>SUBJECT: Academic Programming</b>
<b>LEA GOAL:</b>
LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
<b>SCHOOL GOAL #3:</b>
Establish NU as a school of excellence, offering personalized learning opportunities with clear pathways to college and careers. <ul style="list-style-type: none"><li>• Increase options with further development of UC A-G course offerings.</li><li>• Enhance and develop CTE courses and career pathways.</li></ul>
<b>Data Used to Form this Goal:</b>
Student and parent input on the availability of choices within the UC A-G track. Certificated and classified staff input on the need for more relevant programs, connected to careers (CTE). State and federal trends in the development of CTE programs. WASC input
<b>Findings from the Analysis of this Data:</b>
CTE course offerings are in place; however, clarity of available options could use improvement. With declining enrollment and subsequent funding/staffing reductions, the development of new course offerings is a challenge.
<b>How the School will Evaluate the Progress of this Goal:</b>
Evidence of written materials that articulate the 4-year plan 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 or enhance advanced course offerings and further develop UC A-G course offerings.	Ongoing	Teachers, counselors, dept chair team				
Clearly articulate CTE course offerings and explore grant funding opportunities to further develop and create additional career pathways.	Spring 2015, Ongoing	Teachers, Counselors, Administration				
Continue to emphasize post-secondary education and career options, and involve the community in the process of: Guest Speakers Career Fairs College Visitations Sophomore Projects Mentorships	Ongoing	All staff				
Develop and implement incoming freshmen placement test for upper level math (and subsequently science) to ensure proper placement of incoming students.	Fall 2014, Spring 2015	Teachers, Counselors, Administration				
Investigate further development of 9th grade "transition" classes/programs (i.e. AVID, Health/Frosh Tech, Academic Foundations for Success, etc.)	Spring 2015	Administration				
Implement college & career readiness software to help monitor students' four-year plan and align students' strengths and interests to post-secondary goals.	Fall 2015	Counselors, Administration				

## 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:

<b>SUBJECT: Health &amp; Safety, School Culture &amp; Climate</b>
<b>LEA GOAL:</b>
LCAP Goal #2: Our district ensures that all students and staff feel they belong to a safe and healthy school; LCAP Goal #3: Our district will ensure that our schools are a source of deep-seated pride among students, staff and community.
<b>SCHOOL GOAL #4:</b>
All students will experience a supportive and safe learning environment by improving the culture and climate of the school.
<b>Data Used to Form this Goal:</b>
Student survey results CA Healthy Kids Survey Suspension data Parent input WASC input
<b>Findings from the Analysis of this Data:</b>
There is always room for improvement in an effort to ensure ALL students feel safe and supported at all times.
<b>How the School will Evaluate the Progress of this Goal:</b>
Proctoring and data analysis of "Alliance for the Study of School Climate" survey on a yearly basis. Monitoring of school suspension data SWIS (School-Wide Information System, associated with PBIS) data collection and analysis of student discipline referrals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff team will continue to receive Positive Behavioral Interventions and Support training and continue roll-out of PBIS.	Ongoing	All staff	Staff release days	0000: Unrestricted	Site Formula Funds	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide 8th grade visitation day, open to all schools in the county, to include a) an assembly to showcase student talent & programs (dance, drama, band, choir, sports, art); b) campus tours; c) NU Preview video. Coordinated by NU students.	Each Fall	All staff, students				
Ongoing assessment and improvement of Link Crew Program for incoming freshmen, to include a reconnection at the start of semester two.	Spring 2015, Summer 2015	Activities Director, administration, students				
Administer CSULA climate survey to students, parents, and staff in spring of 2015.	Spring 2015, Ongoing	Administration, teachers		0001-0999: Unrestricted: Locally Defined	General Fund	1,500
Evaluate current mode of communicating expectations of students and system of discipline (including investigation of Restorative Justice practices).	Spring 2015	Administration, all staff				

## 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:

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
<b>SCHOOL GOAL #5:</b>
<p>Improve overall technology by:</p> <ul style="list-style-type: none"> <li>Increasing the use of technology by students to prepare them for post-graduation, research and communication.</li> <li>Increasing the availability and use of a variety of technological tools used for instruction in the classroom.</li> <li>Increasing the use of our school website.</li> </ul>
<b>Data Used to Form this Goal:</b>
Classified and Certificated staff input WASC process Parent input
<b>Findings from the Analysis of this Data:</b>
Needs still exist in the above mentioned areas: teacher use of technology in the classroom, student access to technology, digital communication tools, and some connectivity to wireless on campus.
<b>How the School will Evaluate the Progress of this Goal:</b>
Continued solicitation of staff, student and parent input regarding communication tools. Increased technological hardware in classrooms. Teacher use of Schoology. Increased use of online/digital assessment tools.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reform Technology Committee to address pursuit of technology goals and encourage reports to the SSC.	Spring 2015	Administration, all staff, students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate and expand Chromebook pilot program. Explore additional funding for student 1:1 devices, including necessary staff and student training.	Ongoing	Site and district administration				
Continued use and expansion of WiFi.	Ongoing	Technology staff				
Recording, publishing and posting video of school activities for community members to view on the school website.	Ongoing	Teachers, students				
Explore the option of the Frosh Tech class.		Site and district administration				
Identify and resolve problems faculty and staff have with District software (e.g. Schoology, e-school Home Access)	Spring 2015 & Ongoing	Administration & staff				

## 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:

<b>SUBJECT: Communication</b>
<b>LEA GOAL:</b>
LCAP Goal 2: Our district will ensure that all students and staff feel they belong to a safe and healthy school; Goal 3: Our district will ensure that our schools are a source of deep seated pride among students, staff and community.
<b>SCHOOL GOAL #6:</b>
Provide a variety of venues for communication among the school community by: <ul style="list-style-type: none"><li>• improving avenues of communication between administration, students, staff and community</li><li>• promoting greater administrative presence</li><li>• designing opportunities for parents to become involved and aware of NUHS systems in place</li></ul> All students will experience a supportive and safe learning environment through improved communication among all stakeholders.
<b>Data Used to Form this Goal:</b>
Site Council input NUPC Input WASC input
<b>Findings from the Analysis of this Data:</b>
Communication has improved over the past school year. Challenges still exist with website management, teacher webpages/Schoology rollout, and maintenance of online gradebooks.

**How the School will Evaluate the Progress of this Goal:**

Check progress of action plan.

- Have staff trainings been held?
- Have parent nights been held?
- Solicit/review feedback by participants.
- Have parent meetings been held/scheduled?
- Review of evaluations.
- Monitor digital metrics: website hits, online report cards accessed by parents, etc.

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
Improve communication among all stakeholders by promoting the use of Schoology as a means to communicate with students and parents, communicating assignments and classroom policies. Provide staff training for use of Schoology.	Spring 2015-Spring 2016	All staff	Staff Training			
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: <ul style="list-style-type: none"> <li>• hosting 9th grade parent night.</li> <li>• providing website orientations for parents to teach them how to navigate through our website and the Home Access Center.</li> </ul>	Ongoing	Administration, NU Parent Club				
Increase communication through technology such as texting, email, social media, and web pages.	Ongoing	Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Encourage staff to make positive contacts with parents.	Ongoing	Administration, all staff				
Continue to 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	Administration				

## Planned Improvements in Student Performance

### School Goal #7

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:

<b>SUBJECT: School Facilities</b>
<b>LEA GOAL:</b>
LCAP Goal 2: Our district will ensure that all students and staff feel they belong to a safe and healthy school; LCAP 3: Our district will ensure that our schools are a source of deep seated pride among students, staff and community.
<b>SCHOOL GOAL #7:</b>
Develop site facility "project list" for beautification, improvement, and upgrades for integration with District facilities plan.
<b>Data Used to Form this Goal:</b>
Classified and Certificated staff input WASC NU Connections NUPC Track and Turf Committee
<b>Findings from the Analysis of this Data:</b>
Infrastructure improvements needed along with general maintenance and beautification. Some existing safety concerns will be addressed in the near future. Stadium renovations are being evaluated.
<b>How the School will Evaluate the Progress of this Goal:</b>
Ongoing student, staff, parent, and community input Implementation of District Facilities plan

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff survey to determine facility needs to be evaluated twice a year.	2015-16	Administration, all staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Distribute facilities master plan to all staff.	2015-16	Administration				
Develop and maintain a site facilities committee.	2015-16	Administration				

## 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #9

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #9:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #10

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #10:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Curriculum</b>
<b>SCHOOL GOAL #1:</b>
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.						

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Common Core	3,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	72,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	5,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	3,000.00
General Fund	1,500.00
Title I Part A: Professional Development (PI Schools)	10,000.00
Title I Part A: Targeted Assistance Program	77,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	85,500.00
2000-2999: Classified Personnel Salaries	5,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	72,500.00
<b>Goal 2</b>	18,000.00
<b>Goal 4</b>	1,500.00

## 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
Dan Frisella	X				
Jordan Horowitz		X			
Mitch Giles		X			
Courtney Wadman		X			
Megan Ross		X			
Scott Mikal-Heine		X			
Carol Lee			X		
Risa Roseman				X	
Michael Hill-Weld				X	
Carolyn Bronson				X	
Cynthia Slayton				X	
Skyler Trent					X
Kyler Vaughn					X
Victoria Newman					X
Junet Bedayn					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>4</b>

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) 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

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X 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:

Dan Frisella

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jordan Horowitz

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date