

# The Single Plan for Student Achievement

**School:** Nevada Union High School  
**CDS Code:** 29-66357-2935500  
**District:** Nevada Joint Union High School District  
**Principal:** Kelly Rhoden  
**Revision Date:** January 2018

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:

**Contact Person:** Kelly Rhoden  
**Position:** Principal  
**Phone Number:** (530)273-4431 x2004  
**Address:** 11761 Ridge Road  
Grass Valley, CA 95945  
**E-mail Address:** krhoden@njuhsd.com; dsogden@njuhsd.com

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

## Table of Contents

District Vision and Mission .....	4
School Vision and Mission .....	5
School Profile.....	5
Comprehensive Needs Assessment Components .....	6
Data Analysis .....	6
Surveys .....	6
Classroom Observations.....	7
Analysis of Current Instructional Program .....	7
Description of Barriers and Related School Goals .....	9
School and Student Performance Data .....	11
CAASPP Results (All Students) .....	11
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results.....	16
Chronic Absenteeism Data .....	17
Planned Improvements in Student Performance .....	18
School Goal #1.....	18
School Goal #2.....	20
School Goal #3.....	22
School Goal #4.....	25
School Goal #5.....	27
School Goal #6.....	30
School Goal #7.....	33
School Goal #8.....	35
School Goal #9.....	36
School Goal #10.....	37
Centralized Services for Planned Improvements in Student Performance .....	38
Centralized Service Goal #1.....	38
Centralized Service Goal #2.....	39
Centralized Service Goal #3.....	40
Centralized Service Goal #4.....	41
Centralized Service Goal #5.....	42
Summary of Expenditures in this Plan.....	43
Total Expenditures by Object Type and Funding Source.....	43
Total Expenditures by Funding Source .....	44

Total Expenditures by Object Type.....	45
Total Expenditures by Goal .....	46
School Site Council Membership .....	47
Recommendations and Assurances.....	48

**District Vision and Mission**

## School Vision and Mission

### Nevada Union High School's Vision and Mission Statements

Vision: Nevada Union is defined by our excellence, our vibrant community, and the achievements of our graduates.

Mission: Nevada Union High School is defined by excellence in...

- challenging and engaging programs and pathways
- exceptional performance in all aspects of education
- the community's pride in our school
- work ethic and quality of craftsmanship

In our Vibrant Community, we...

- promote safety, belonging, and the health of the whole community
- demonstrate empathy, compassion and integrity
- value the contributions and importance of every individual
- celebrate our diverse culture

Our Graduates...

- have the skills and the drive to accomplish 21st century goals
- attend educational institutions of choice
- enter training and apprentice opportunities prepared for success
- emerge as leaders in the workforce with the tools needed to succeed
- are top performers, exceptional in their field
- continue to pursue their dreams with confidence despite adversity
- are compassionate, responsible and productive members of the global, local and school community

## 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, advanced welding, athletes, club members, and Executive Council officers all voluntarily participate an hour before first period begins at 8:30. 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, and Chromebooks in every students hands with our new district wide 1-1 initiative, 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 hub, both during the week and on weekends throughout the year. Our staff, students, and community take pride in NU's involvement with and the support that is provided by our greater 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 2008-2016, the student body has decreased from 2,317 to under 1,600 students and is projected to continue to decrease in the coming years. 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 high-density percentage of Caucasian students has declined from 92.4% to just over 80%. 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) to roughly 33% (2014-15) and currently % (2016-17). 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 relationships 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).

During the fall of the 2016 school year we continued in a comprehensive look at our school as we began our Schoolwide Self-Study through the WASC process. During this evaluation we identified three areas of concern.

1. An emerging critical learner need is time within the school day for student intervention. Staff have recognized the need for time within the day to work with students in need of additional time and support, or who have failed to attain the essential learning outcome of a unit. Discussion has been underway for the last two years about a change in bell schedule for the school, one that will

allow for student intervention within the school day, without detracting from the elective programs at the school. Currently, we are in the process of adopting a schedule that includes an intervention period during the school day.

2. Clarification of a usable vision and mission statements, with clearly defined school wide learner outcomes aligned to them is another area of need. The most recent accomplishment has been the development of our school wide learning outcomes last year. Now we need to revisit our vision and mission statement that does align to these outcomes but staff would like to see it be more usable on a daily basis. The school has been genuine in our approach to establishing these student expectations and sensitive to the needs of the staff to come to these in an organic fashion. Progress in the area has been made and the movement will continue into the spring 2018 semester.

3. The third critical learner need is for a guaranteed and viable curriculum in each and every classroom at the school. Staff recognize the change in demographics at the school and understand the need for clear learning targets. Staff has come a long way in the development of essential learning outcomes within each content area and will continue this work through the Spring of 2018. This process has been important so that our students and families understand the learning that is expected of them, but so that the staff can work together to refine the engagement of instruction and feedback from assessments to improve learning.

### **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 1-2 times a year. Tenured teachers are formally evaluated every 2-5 years.
- Informal teacher evaluation takes place on a weekly basis.
- 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. All of the classrooms have LCD projectors, and most have document cameras. One time CCSS funding has been utilized for technology upgrades. Our student population has one to one devices and are typically engaged in classroom instruction. As in most cases, there is room for improvement. Instructional expectations have been articulated to the staff. We are working on a system 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 and formalizing 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 uses Illuminate. As more teachers become proficient 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)

All teachers are highly qualified.

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

All our teachers are credentialed teachers and have been given multiple opportunities for professional development as well as access to instructional materials.

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 and bell schedule continue to be a challenge to our rural high school. We have long been restricted to school start and end times based on our rural bussing system. With tutoring offered before and after school, the 1/3 of our student population that relies on bus transportation (primarily made up of socio-economically disadvantaged students) cannot arrive early or stay late for extra support. We are working on adopting a schedule change that will allow for academic intervention within the school day for the 2018-19 school year. We have effectively identified the need for interventions within the school day, and believe we have found the schedule which will allow for that; we are currently focusing on the development of essential learning outcomes in each content area and associated common formative assessments, so that when we establish a new bell schedule, we can effectively utilize a student intervention period. This barrier is addressed in SPSA Goal #3.

2. Reduction in Resources and Funding due to declining enrollment and charter competition. We continue to face challenges with declining enrollment, and associated funding, which is an issue that spans the county. This barrier is being addressed by Goal #1, Continue to improve school culture, climate, health, and well-being of our students and staff, and Goal #2, Improve the quality and efficiency of bi-directional communication among all stakeholders and enhance the perception of NU as at the school of choice. All school goals aim to improve the overall product that Nevada Union offers in an effort to stabilize declining enrollment. There are also efforts with the Nevada County Economic Resource Council underway, as the group targets strategies for bringing more families into the county.



# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	352	355	347	318	324	332	311	324	332	90.3	91.3	95.7
All Grades	352	355	347	318	324	332	311	324	332	90.3	91.3	95.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2591.7	2626.7	2641.1	23	33	35.54	31	37	39.16	23	18	18.07	21	11	7.23
All Grades	N/A	N/A	N/A	23	33	35.54	31	37	39.16	23	18	18.07	21	11	7.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	35	44	47.89	45	43	40.66	20	13	11.45
All Grades	35	44	47.89	45	43	40.66	20	13	11.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	30	39	41.87	44	47	43.98	26	14	14.16
All Grades	30	39	41.87	44	47	43.98	26	14	14.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	19	31	35.84	63	57	58.13	19	12	6.02
All Grades	19	31	35.84	63	57	58.13	19	12	6.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	26	41	46.99	53	48	44.28	20	11	8.73
All Grades	26	41	46.99	53	48	44.28	20	11	8.73

**Conclusions based on this data:**

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	352	355	347	306	324	332	305	323	332	86.9	91.3	95.7
All Grades	352	355	347	306	324	332	305	323	332	86.9	91.3	95.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2553.2	2613.3	2594.2	9	21	15.66	20	25	23.49	23	28	27.71	47	26	33.13
All Grades	N/A	N/A	N/A	9	21	15.66	20	25	23.49	23	28	27.71	47	26	33.13

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	17	31	23.80	33	36	34.64	50	33	41.57	
All Grades	17	31	23.80	33	36	34.64	50	33	41.57	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	14	27	19.58	50	51	51.51	35	22	28.92
All Grades	14	27	19.58	50	51	51.51	35	22	28.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	14	24	21.08	50	57	56.63	35	19	22.29
All Grades	14	24	21.08	50	57	56.63	35	19	22.29

#### Conclusions based on this data:

1. Our student proficiency data has been compared to our neighboring schools, and we did not perform well. Testing conditions have been identified as a factor in our poor performance (long testing periods, and the math portion of the exam being proctored by history teachers). We have a revised testing plan to address these flaws for the 2017 Spring testing.

2. The district has allowed time for our teachers to work with our Curriculum and Instruction TOSA to review the testing materials & assessment tools with our staf; we have dedicated time to taking the test as a staff and collectively identifying skills and potential pitfalls that we can share with our students in preparation for this year's testing.
3. The district has also allowed time for teachers to work with a new form of assessment, Illuminate to help teachers generate data that helps identifiy areas of concern in order for teachers to re-teach the material and develop proficiency in all areas.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		33	20		25	20	***	25	20				***	17	40
10		25	27	33		27	44	25	36	22				50	9
11	29	25	25	43	38		14	25	25	14	13	50			
12		29	33	***	29	33		29	33					14	
<b>Total</b>	10	29	27	38	26	23	29	26	31	14	3	8	10	16	12

#### Conclusions based on this data:

1. We will continue to provide ELD services as appropriate; providing the support of an ELD class, as well as two paraeducators who support our students in the general setting.
2. We annually evaluate student scores and performance criteria for reclassification.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	25	31	36		23	9	25	31	18				50	15	36
<b>10</b>		20	25	27		33	55	20	33	18				60	8
<b>11</b>	25	33	20	38	33		13	22	20	13	11	40	13		20
<b>12</b>	6	27	18	25	27	35	50	33	29	13	7	18	6	7	
<b>Total</b>	10	29	24	26	24	24	41	29	27	13	5	11	10	14	13

#### Conclusions based on this data:

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



## School and Student Performance Data

### Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	13	8	61.5
American Indian or Alaskan Native	19	9	47.4
Asian	24	12	50.0
Filipino	1	1	*
Hispanic or Latino	208	135	64.9
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	46	28	60.9
White	1,380	875	63.4
Male	895	535	59.8
Female	807	539	66.8
English Learners	42	21	50.0
Students with Disabilities	277	181	65.3
Socioeconomically Disadvantaged	717	467	65.1
Foster	1	1	*
Homeless	40	32	80.0
Grades 9-12	1,702	1,074	63.1
<b>Total</b>	<b>1,702</b>	<b>1,074</b>	<b>63.1</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 student performance 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 #1:</b>
Continue to improve school culture, climate, health and well-being of its members.
<b>Data Used to Form this Goal:</b>
Student and Staff Survey Results CA Healthy Kids Survey Suspension Data Parent Surveys/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>
Analysis of CA Healthy Kids Survey data Monitoring of school suspension data SWIS (School-wide Information System, associated with PBIS) data collection and analysis of student discipline referrals STARS referral data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a student well-being protocol to update and train all staff on the resources available both on campus and beyond, when and how to use these resources, and who to inform about their use.	Spring/Fall 2017	Site Council Staff NUPC	create clear list/flow chart	None Specified	None Specified  None Specified	
Develop strategies to support staff well-being	ongoing	Staff Administration STARS counselor Sunshine / Culture Committee NUPC			None Specified	
Update and communicate clear expectations for campus conduct	ongoing	Administration Staff Students Parents		None Specified	None Specified	
Hold all NU community members accountable for their conduct	Spring 2017, Ongoing	Administration Site Council	Create Concern Forms	None Specified	None Specified	

## 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 student performance 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 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. 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 #2:</b>
Improve quality and efficiency of Bi-directional communication among all stakeholders and enhance the perception of NU as the school of choice for learning and student achievement.
<b>Data Used to Form this Goal:</b>
WASC CA Healthy Kids Survey Data Town Hall Meetings LCAP Data
<b>Findings from the Analysis of this Data:</b>
Communication continues to show improvement. Challenges still exist with teacher webpages/Schoology, and maintenance of online grading. Challenges still exist navigating student programs and resources that are available.
<b>How the School will Evaluate the Progress of this Goal:</b>
Site Council - quarterly updates & surveys Staff Meetings CA Healthy Kids Surveys online report cards, grades, Schoology accounts accessed by students & parents

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a consistent annual calendar of scheduled feedback sessions for all stakeholder groups, as well as appropriate considerations for feedback from affected parties in decision making.	Fall 2017, ongoing cycle	Administration Site Council				
Develop email boundaries to support staff being informed and not overwhelmed, and to ensure responses to parents and students seeking communication	Spring 2017; ongoing	Technology TOSA Administration				
Create a multi-stakeholder working group including District Technology to evaluate the NUHS website, as a communication tool, to determine areas of need/renewal/removal.	Spring 2018, ongoing	Site Council Technology TOSA District Technology Administration Classified: School Office Tech, Student Store/Activities				
Designate administrative responsibility for consistency in communication and public relations for NU.	Fall 2017, ongoing	NJUHSD Administration	personel	1000-1999: Certificated Personnel Salaries	General Fund	

## 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 student performance 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, &amp; Assessment: 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>
Improve the quality and consistency of instruction, assessment, engagement, and intervention to increase student achievement through the development of high functioning Professional Learning Communities.
<b>Data Used to Form this Goal:</b>
CAASPP results Student and parent feedback on needing more consistency among teachers. Illuminate Assessment common assessments
<b>Findings from the Analysis of this Data:</b>
Though there is progress with PLC's, the work in PLC's will continue improvement throughout all programs of the school. CAASPP results will improve. We have made progress with the development of ELO's and Common Assessments in every curricular area though some will continue their work and make improvements.
<b>How the School will Evaluate the Progress of this Goal:</b>
Administration - Monthly updates on/review of progress from department chairs. Department Chair Meetings - bi-monthly Site Council - quarterly review of progress by department Test Scores: CAASPP, department assessments, unit assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a clear set of collective commitments surrounding the tenets of PLC and generate staff buy-in.	Fall 2017, ongoing	Teachers PLC Committee Certificated Staff				
Develop clearly defined and agreed upon essential learning outcomes aligned to state standards. (ELO's)	Spring 2017, Ongoing	Departments or PLC groups  Administration				
Develop and implement common assessments to measure student attainment of essential learning outcomes.	Fall 2017-2019	Departments/PLC groups  Administration  Tech TOSA				
Review common assessment results in collaborative teams to share assessment data, best teaching practices, and strategies for improving engagement and student rigor.	Spring 2017	Departments  Administration  Intervention TOSA				
Utilize assessment data to provide targeted interventions for students not meeting essential learning outcomes.	Fall 2017	Departments  Administration  Intervention TOSA				
Further develop the System of Interventions to actively include common assessment based teacher input.	Spring 2018, ongoing	Counselors,  Administration  Intervention TOSA  All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Change the school bell schedule to include intervention and enrichment time within the school day.	Fall 2018	Certificated Staff NJUHSTA School & District Administration Site Council				
Promote regular reporting from departments & administration	Spring 2017	Administration Site Council Department Chairs				
Develop a system for student feedback surrounding the quality of instruction, classroom tools, and learning environment.	Fall 2017 -Spring 2018	Site Council Administration Department Chairs				
Develop tools for teachers to support the practice of other teachers through peer-to-peer mentoring, classroom observations, and student work analysis.	Spring 2017	Administration Instructional TOSA Department Chairs.				
Continue and support the work of increasing the effective use of technology in the classroom.	ongoing	Administration Teachers Instructional Tech TOSA				



## 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 student performance 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: College and Career Ready</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 #4:</b>
Continue to build and enhance pathways and CTE offerings and internships to better meet the learning needs of all students, and consistently communicate these offerings to all stakeholders.
<b>Data Used to Form this Goal:</b>
Prepare students to be college and career ready. To meet the learning needs and goals of all students. Feedback from CTE Advisory Committee and our 2017 Community Roundtable on the need for students entering the workforce to have soft (workplace etiquette, timelines) and hard skills (as applied to job).
<b>Findings from the Analysis of this Data:</b>
There is always room for improvement in an effort to ensure ALL students needs are met in a variety of ways. Student participation in CTE pathways. Student enrollment in CTE classes. Exit interviews explaining why student leave the school. Graduation rates for pathway/academy participants.
<b>How the School will Evaluate the Progress of this Goal:</b>
Site Council - quarterly reports on progress CTE Advisory Board reports Surveys to students & parents, as well as local employers Increase enrollment in pathways/academies

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify hard and soft skills necessary to succeed in the workplace and further embed those skills in the curriculum.	Fall 2017-Spring 2018	CTE TOSA CTE Advisory Committee Teachers				
Public Relations information available & pathway sequences are clearly illustrated.	Fall 2017	CTE TOSA CTE & Academy Teachers				
Increase the availability and awareness of internships.	Winter 2017	CTE Teachers CTE TOSA				
Communicate the efficacy of all pathways to students, parents, and the community	Fall 2016, ongoing	Counselors				
Continue to embed Career Cruising at all grade levels and in all pathways	Fall 2018	Administration, Counselors Staff				
Adopt a schedule that allows more opportunities for students to participate in CTE courses in addition to their rigorous academic courses.	Spring 2016	Administration Staff NJUHSTA				
Pursue new CTE pathways and/or small learning academies.	Fall 2017, ongoing	CTE TOSA Staff Administratiton				

## 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 student performance 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: Vision/Mission/SLO's</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. 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 #5:</b>
To update the school's mission and vision statements and the Schoolwide Learner Outcomes to drive decision making that focuses on student achievement.
<b>Data Used to Form this Goal:</b>
The school needs to operate from the clarity that a strong mission and vision statement will offer and programs can be more targeted given a clear set of SLO's. Students will be more directed in their pursuit of the learning goals - they will have a destination. This has been a part of the critical areas for follow-up for the past two accreditation cycles.
<b>Findings from the Analysis of this Data:</b>
Needs still exist in the above mentioned areas: We spent time developing a Vision & Mission 3 years ago, and the SLO's were developed in the Spring of 2017. Once the SLO's were adopted realized that we need to revisit our Vision & Mission statements.
<b>How the School will Evaluate the Progress of this Goal:</b>
Site Council - check quarterly progress Report back to stakeholders - staff meetings, NUPC, all-calls, student congress, school board. All staff & students are clear on the Vision, Mission and SLO's.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify a taskforce of committed stakeholders to see the process through completion:	Spring 2017, ongoing	Administration Site Council Staff Site Community Group				
Use stakeholder input (from past & current feedback) to create a Vision, Mission Statement & SLO's.	Spring/Fall 2017, ongoing	Site Community Group Administration MVS Committee Site Council				
Identify ways in which all stakeholders will use the Mission, Vision, and SLO's to drive decision making in a way that emphasizes student achievement.	Fall 2017, ongoing	Administration Site Community Group Staff Department Chairs Student Council Site Council TOSA's				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a system of accountability to support staff and students in their use of the Vision, Mission, & SLO's in the Site Council, departments, collaboration, lesson planning, and goal setting.	Spring 2018	Administration Site Community Group Site Council				
Identify and resolve problems with technology-related issues (e.g. Schoology, eSchool Home Access, hardware issues).	Spring 2016 & Ongoing	Administration & staff				
Evaluate the internet filter to promote more access.	Spring 2016 & Ongoing	Site & District 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 student performance 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>
<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.
<b>How the School will Evaluate the Progress of this Goal:</b>
Check progress of action plan. <ul style="list-style-type: none"><li>• Have staff trainings been held?</li><li>• Have parent nights been held?</li><li>• Solicit/review feedback by participants.</li><li>• Have parent meetings been held/scheduled?</li><li>• Monitor digital metrics: website hits, online report cards accessed by parents, etc.</li></ul> 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, Google, etc. as a means to communicate with students and parents and communicating assignments and classroom policies. Provide staff training for use of these tools.	Spring 2017; ongoing	All staff				
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> <li>include an evaluation process for feedback on such events.</li> </ul>	Ongoing	Administration NU Parent Club Site Community Group				
Increase communication through technology such as texting, email, social media, and web pages.	Ongoing	Administration Site Community Group				
Encourage staff to make positive contacts with parents and students (ex. postcard project)	Ongoing	Administration, all staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 implementing an open door policy.	Ongoing	Administration				
Explore the opportunity for open forum panels for students on a quarterly basis. "What's Up NU"	Spring 2017-Spring 2018	Administration				
Develop system or avenue for communicating confidential complaints.	Spring 2018	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 student performance 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 once a year. Solicit student input through student email accounts.	Ongoing	Administration, all staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and maintain a site facilities committee, including staff, students and parents.	Spring 2016	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 student performance 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 student performance 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 student performance 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</b>
<b>SCHOOL GOAL #1:</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 #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

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	

## 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
Kelly Rhoden	X				
Katie Alling		X			
Molly Starr		X			
June Gilfillan		X			
Keri Kemble		X			
Kelsey Langel		X			
Tara Aroz				X	
Cathy Harmon				X	
Alicia Brott				X	
Andy Burton				X	
Christina Phillips			X		
Emily West					X
Taylor Leppek					X
Jack Fraser					X
Julia Mau					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>2</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 March 8, 2018.

Attested:

Kelly Rhoden

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

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

\_\_\_\_\_  
Date

Emily West

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

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

\_\_\_\_\_  
Date