



Nevada Union High School

ONE YEAR PROGRESS REPORT

11761 Ridge Road

Grass Valley, California 95945

Nevada Joint Union High School District

Reporting 1 Year after visitation on 3/4/14

Accrediting Commission for Schools

Western Association of Schools and Colleges

CONTENTS

I:	Student/Community Profile Data.....	2
II:	Significant Changes and Developments.....	5
III:	Ongoing School Improvement.....	9
IV:	Progress on Critical Areas for Follow-up/Schoolwide Action Plan.....	11
V:	Schoolwide Action Plan Refinements.....	18

I: Student/Community Profile Data

Include the following:

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

è Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

Western Nevada County is a unique location. It is geographically isolated, predominantly rural, with the densest population surrounding the townships of Grass Valley and Nevada City. These two small towns support a population of roughly 19,000, and are the largest centers of population in our county outside of Truckee, 55 miles to the east. Our total county population is less than 120,000. The Grass Valley/Nevada City area rests 30 miles north of Auburn, and 40 miles east of Yuba City/Marysville. One implication of our rural geography is that some students are on the bus for 45 minutes each way, getting on the bus as early as 5:50AM.

The county has relatively little ethnic diversity, with a White population make up of 87%.

Although this lack of ethnic diversity exists, there is an abundance of cultural and

socio-economic diversity (nearly 35% of our students qualify for the Free and Reduced Lunch Program). As of 2009, 42% of the population was registered with the Republican Party, 36% was registered Democratic, and 20% Declined to State, made up of libertarian, Tea Party, Green and other parties. This spread of political affiliation is a reflection of the differing values within the county and brings its own unique set of challenges and opportunities. The 14 charter schools in the Grass Valley/Nevada City region are also indicative of the demand for choice and options to meet these differing needs.

Despite its relative isolation, Nevada County has a diversified economy including determined retail and wholesale industries, software and engineering, manufacturing, construction, forestry, agriculture, entertainment, in addition to various levels of government, school district employment, a satellite Sierra Junior College campus, and a local hospital, Sierra Nevada Memorial. Unsuspectingly, the community is nationally competitive in the “high tech” industry while being balanced by a progressive and thriving natural and organic foods community.

Our rich gold country historical region is the gateway to the vast wilderness of the Tahoe National Forest, three outstanding local state parks, and the beautiful South Fork Yuba River. The beautiful geography, and the preservation of historic downtown areas, entices visitors from all across the state. Eco-tourism and its related service sectors are emerging as the number one local industry. The hard work and fortitude of the region’s pioneers from the gold rush era remains a source of pride for the community, while its residents devoutly support the eclectic array of values that have emerged in the region in this modern era.

The Nevada Joint Union High School District is comprised of two comprehensive high schools: Nevada Union High School and Bear River High School. Nevada Union is the largest high school in the district with over 1600 students. Alternative high schools also provide service to students. Nevada Union Technical High School is located on the Nevada Union campus. Silver Springs High School is housed on the Park Avenue site in downtown Grass Valley and serves as our continuation high school. North Point Academy is also housed on our campus and offers an online instructional program for its students. The court community day school, Earl Jamison, housed at our McCourtney Road facility. Ghidotti Early College High School was opened in 2006 in partnership with Sierra Community College.

As the county’s largest comprehensive high school, Nevada Union serves 9th-12th grade students and offers a variety of pathways for our students to college and to careers. Next year

will mark the initial year of a new Green Academy, our third small learning academy within the school, adding to our Partnership Communications and Humanities academies. NU hosts a number of CTE courses and is gradually taking over the 49er ROP program that we have contracted with over the years. We are operating and developing a variety of CTE vector-based programs, including engineering/design, agriculture science and mechanics, culinary arts, sports medicine, and energy and environmental resources.

Although viewed by the UC system as an underrepresented population (rural in nature), NUHS consistently sends 75-80% of our graduates to community, state and public/private colleges and universities. There is no comprehensive tool by which the percent of students completing post-secondary education is tracked. Information is based on transcript requests sent to a variety of admission offices. Postgraduate plans for the class of 2010 were: 36% to four year colleges, 49% to community colleges, 3% to technical schools, and 3% to the military.

Graduation rates for NUHS remain high. In 2010-11, 94.94% graduated; 2011-12, 93.72%; 2012-13, 95.69%. Maintaining the graduation rate is a priority. Dropout rates are consistently low: .2% in 2010-11; .5% in 2011-12; .6% in 2012-13 based on the accountability report from the state. Class sizes vary subject to subject but average size is 25 per teacher. SAT scores continue to be above state average, and while ACT scores are also above state average, the scores have declined since 2012.

Based on State criteria, NUHS received its latest Distinguished School award for 2013, having received the award in 2009, and 1997. Ironically, while recognized by the state as a Distinguished School, NU also advanced into Program Improvement Year 3 for the 2014-15 school year. The status of Program Improvement Year 3, and our failure to meet AYP targets for CAHSEE proficiency rates, has resulted in a schoolwide focus in CAHSEE preparation. During the 2014-15 school year the English department utilized a new online assessment tool (OARS, "Online Assessment and Reporting System") as a diagnostic assessment tool. A team of 10th grade teachers developed an intervention plan for working with students in specific skill areas of need, both in 10th grade English classes, as well as through pull-out groups during teacher prep periods. The math department continued with it's strategy of three focused CAHSEE tutorials, pulling classes in during World History classes.

The greatest challenge faced by NUHS and our district as a whole is declining enrollment. Young families seeking more economic opportunity move from the area and charter school

competition present ongoing district-wide economic challenges as does a county-wide aging demographic. To date most non-core academic programs have been maintained. Visual and Performing Arts are especially valued in our community. Maintaining these programs as well as other electives and extracurricular activities is becoming more difficult financially. Our community, while generous in its financial support of our schools, is also struggling given the previous years of hard economic conditions.

Superintendent Dr. Louise Johnson hosted an "Education Summit" in January 2014, to address these concerns with our personnel as well as with parents and community members. From this Summit, a strategic plan was developed to help guide the district and the individual schools through this tenuous time. The elective and extracurricular programs offered in the district are valuable and valued; however, changes will occur as a result of our declining revenue.

Campus facilities have been upgraded thanks to a school bond measure passed in March, 2002. Wings have been renovated, computer labs have been developed, and many other infrastructure improvements were made. Most notably, in 2009, the cafeteria was renovated resulting in a state of the art facility. The school entry/lobby was the final piece of work completed. Bringing some areas up to ADA compliance was also part of the renovation. Our district has recently developed a new comprehensive plan for facilities improvement, with NU heavily featured in the multi-million dollar renovation and development plans.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

As this is the second report on our school's progress written in two years, many of the changes to Nevada Union High School are still having an effect on the school. For the past 5 years there has been a recurring theme of administrative changes. Since the visitation committee's visit in March 2014, we have changed most of our school's administrative makeup. Our current principal Dan Frisella was promoted this year from an assistant principal. Kelly Rhoden was

hired two years ago as an assistant principal. She has been a physical education teacher and coach at Nevada Union the past thirteen years, and thus brings deep experience of our organization and a history of involvement in the NU school community. Her growing experience adds stability to what we hope is a long lasting administrative team. Shaun Hurtado was hired in October as our other Assistant Principal. Shaun arrives as an experienced administrator and teacher from the West Contra Costa Unified School District. Shaun was hired to replace Cindy Gordon, who was transferred to NU from Bear River to start the year, then took a position at a school in Citrus Heights.

This year's turnover follows a previous administrative overhaul which saw Nevada Union hire our new Superintendent, Dr. Louise Johnson. Dr. Johnson is our third new Superintendent in 6 years. We appreciate her commitment to our district, and the two years of her oversight. After 100 days of assessment of our district, Dr. Johnson hosted a district educational summit involving stakeholders from throughout the community will participate in creating a revitalized vision and mission. Dr. Johnson comes to us as a veteran superintendent with a history of improving district academic and cultural targets.

These Superintendent changes have been paralleled in our Principal and Assistant Principal changes. This constantly changing administration coupled with budget cuts, declining enrollment, and the transition to Common Core have challenged the staff and other stakeholders to preserve our core beliefs while embracing our new reality and adapting our culture.

Over the previous two years, Nevada Union has also seen the retirement and movement of positions at the site and in the district of many experienced and veteran staff members. Some of these positions have been replaced while others have been absorbed due to financial cutbacks. In prior years we have experienced multiple years of loss of funding due to decreasing enrollment. We're anticipating additional loss of enrollment this year which may lead to further cuts to the staff. The district administration found it necessary to cut Teacher on Special Assignment (TOSA) positions prior to the 2013/2014 school year. Many teachers see these positions as an important link between the student, staff, and site administration. Dr. Johnson has indicated she understands with our concerns and would like to reestablish teacher leadership positions throughout the district, and this year added two district wide TOSA Common Core Coaching positions.

Additional cuts have been felt in the World Language department. German was eliminated in the fall of 2013, and French has been phased out. Because numbers in these two languages have dropped significantly, we have been pushed to justify the continued offering on the master schedule. Our long time German teacher who had transferred out of the district has returned and given strong recruitment, we have the numbers for 3 sections in the fall of 2015. Despite the budget cuts, all staff continues to do more with less in order to ensure quality education for all students.

The steady decline in enrollment has continued to impact school wide programs. In 2010, our CBEDS enrollment was 2,219 and our projected enrollment for 2014 is at 1,780. This drop in students is due to the changing demographics in the county as families move out looking for employment and the county becomes a haven for retirees. Subsequently, we've seen a decreased involvement in our athletic, choral, and band programs. We are continuously looking for ways to maintain our comprehensive offerings and market our school more effectively. A great deal of this marketing has been directed towards the potential incoming freshman. We created frosh parent night. NU Preview Night showcased the great variety of programs and clubs we offer and gave potential 8th graders and parents a chance to put some faces to go with our school. The past two years, we have received praise from parents stating that they were not aware of all the programs that are available on the Nevada Union campus. Parents have also appreciated lunch time campus tours by our principal, and many community members are getting more informed about NU from our "On the Town" interviews throughout the county on KNCO, our local radio station. This past fall we also hosted 500+ 8th graders to have a Day at NU. As a result, we have been able to retain a consistent level of the percentage of 8th graders attending Nevada Union despite the exodus of families leaving the county.

Our county's changing demographics have also resulted in an increase of our SED population. In 2010, we had just over 500 (22% of our school population) of our students that qualified as SED and this year we are well over 600 (34% of our school population) students identified as SED. This has led to an increase in the percentage of our certificated and classified staff who are working with our SED population.

Staff development has seen a major change over the past three years as our district has begun to embrace the PLC movement. Nevada Union has also welcomed this transition because it is not seen as the newest fad but as a model for establishing a systemic change in our

collaboration, intervention, and data collection. When evaluating our CST and CAHSEE scores, it has become apparent that, for example, what is being taught in one Algebra 1 class is not necessarily the same as in another. Although we value independence, this autonomous approach to teaching is not serving our students or teachers.

We further explored the PLC movement with a 2 day workshop with Tim Brown from Solution Tree (Richard and Rebecca DuFour's organization), who gave our collaboration time more of a sense of purpose. In 2013/14, our collaboration time significantly increased to twenty-two Mondays and in 2014/15 we expanded collaboration to every Monday (barring testing, holiday, and PD exceptions). This increased collaborative time has been important in the creation of common assessments, aligning curriculum, and transitioning to the Common Core. The core areas have utilized this collaborative time to establish department learning outcomes and common summative assessments. The elective departments have also established common learning outcomes and have begun to transition their curriculum to include literacy and numeracy which is an important component to the new Common Core emphasis.

For the past two years, the district has used our two days of staff development in January focused on the Common Core and Smarter Balance. The model has been to have teachers teach teachers with several breakout sessions that offer a variety of lessons addressing the CCSS in all the disciplines. Sessions included "Common Core, We Can All Do It, Even in Shop! Working Common Core into Non-core Curriculum" or "How Science Can Implement Writing into the Curriculum" and core offerings such as "Reflections on Presenting Callahan's Math Problem in the Classroom" or "Common Core Writing Boot Camp". There is an emerging growth in cooperation amongst the teaching staff to share ideas and collectively bolster student achievement. The professional learning communities and staff development days are a reflection of this team approach.

Nevada Union continues to have flourishing small learning communities with our two academies: Partnership and Humanities. Humanities is serving at capacity and both academies have a waitlist for incoming freshman enrollment. In 2010, the two academies had 650 students and have increased to 750 students this past year. We have also written grants, CRANE/PLTW, and SSP Green Academy, that will allow us to expand our learning pathways and academies. Engineering Design has begun this year, with a Green Academy to open next year.

We continue to lack computer tech. classes. Our Partnership Academy in Communication Arts classes teaches digital video editing and manages our schools telecommunications efforts on campus. Our technology department has enhanced our wireless infrastructure and developed our capacity to handle the information loads required in this time of increasing technology and research. We have also worked with teachers to use more technology in the classroom, using Google tools for education, and Schoology for communication and assessments. We have invested in Chrome Book portable labs so teachers can bring technology into their classes. This combined with our BYOD (bring your own device) policy is increasing students' access to the internet and its resources on our campus.

This year a Schedule Committee was assembled districtwide to address gaps in what we offer our students due to the current bell schedules. Block schedules were discussed, in addition to interventions scheduled within the school day, and the possibility of a later start time. Having considered the research as well as the impact on budgets, our board has decided to move our start time in 2016/7 an hour later.

One final major change is our decision to close our campus this year. This has led to a decrease in the numbers of suspensions and attendance tardies and cuts in our classes after lunch.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

This report is being written during the first year of a three year accreditation period, to report on the progress made over the past year within our Schoolwide Action Plan, and in regards to the recommendations made by the previous two Visitation Committees. We seek to capitalize on the momentum from our successful visit and report last year, and work towards the necessary changes that will help to develop our school from "good to great".

Throughout the school year the Action Plan has been presented to all stakeholder groups, discussing progress and seeking input. Presentations with questions and feedback were made in the Nevada Union Parent Club, the Student Congress, the Certificated Staff Meeting, the Classified Staff Meeting, as well as our Site Council. Feedback from each group follows.

Parents voiced both support of our current action plan, mostly through changes seen on campus, and strong concerns previously voiced. Parents have appreciated the positive changes resulting from the closing of the campus, including lowering the number of suspensions and cut classes resulting from students failing to return, or suspensions from lunchtime drug or alcohol use. Parents voiced appreciation for a greater focus this gives to our academic purpose, but they would like to see more to this end. Parents still hold strong concerns about the social climate on campus, as related to drug culture and bullying, and most are seeking resolution to our search for a schedule that maximizes course offerings for students.

The strongest concern raised by parents is still in regards to communication. Parents would like to see more consistency from teachers in updating school websites, and online grades.

Students always appreciate being included in any decision making process on campus and have the most immediate feedback, as the primary consumers of the educational product of our school. Students are still seeking more input into the processes through which we make decisions. A great deal of feedback has been offered on potential schedule changes. While many students approve of the possible late start next year, the bulk of students surveyed did not welcome this potential change, having concerns on how this will affect student athletes, those who have part time jobs, those involved in internships, and the many other ways our students are active outside our classrooms.

Certificated Staff members feedback has been some relief and some lasting frustration. In our Three Year Report last year, we described an "importance fatigue", resulting from work on so many areas of improvement at once. For a large high school, this can be par for the course. Our work last year towards a single, more comprehensive Action Plan has, as our visitation committee surmised, helped staff members see how the varied aspects of improvement fit into the bigger picture of our school's path. There is less of a sense of random immediacy, and more a sense of current pieces of a long term goal. There is a general appreciation for the focus that the action plan provides and our principal's efforts to enact the action plans goals and

tasks, as well as a hope for stability in our administrative team, both in our school and at the district office.

As we analyze our system of interventions for effectiveness, redundancy, and gaps in our ability to meet the needs of all students, staff members are frustrated in our seeking to support our failed learners, intentional and otherwise. As a staff we are discerning whether our large numbers of D's and F's are the result of missing tools, or rather that our tools are not being used. In our efforts to deal with the latter, we have produced a document that identifies all interventions available, and further descriptions and documents that support teachers, counselors, parents, and classified staff in choosing the appropriate interventions based on each learner's needs.

Site Council continues to review both our Schoolwide Action Plan and our Single Plan for Student Achievement. Their efforts are both to review the progress made therein, as well as look for the overlap in the two plans, hoping to work towards a single document in the next two years. Progress has been made to increase congruence between the two plans.

This report was written by the WASC coordinator in conjunction with the school's administrative team. Feedback was received from all stakeholders as described above. The report will be made available to all stakeholder groups, and be presented to our School Board for approval.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

Note: *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

A great deal of progress has been made over the past year. This section of the report will be organized around each goal section of our Schoolwide Action Plan, included at the end of the report, describing the progress made (or still to be made) and how it applies to the critical areas of follow up from our Visitation Committees (from our full self study, and our three year report).

Goal #1: *Create and implement a systematic process of intervention that addresses the needs of all students and student groups (i.e. failed learners, EL, SED, SWD, etc...) to ensure that all students will have the time and support needed to learn at high levels.*

As a comprehensive high school, Nevada Union has a wealth of resources to help all students achieve their goals and succeed to their potential. The primary work to be done within this system of intervention is coordination, analysis, and communication of these efforts, which includes the evaluation of these interventions and assessment of the gaps in our system. It is also our job to increase access to these interventions by students, parents, and staff members.

A tiered intervention chart has been created to both document the interventions on campus as well as classify the intervention to the group of students for whom the services are provided. A follow up document that describes each intervention and the intended recipients is in process in a joint effort of counselors and administration. This document should increase the likelihood of our interventions matching the assessed needs. Data regarding failed learners has been a focal point of our administration team, seeking to identify failed- and non-learners early in an effort to then match students with an appropriate intervention strategy. In an effort to support this goal, our district is hiring an Intervention Specialist. As a result of our work with PBIS (see goal #5) we have also engaged SWIS, a positive behavioral database, to systematize our behavioral interventions and keep better data therein.

An identified gap in our intervention system is how we address those students who need tutoring and other academic support within the school day. Students who rely on our current bussing system have less access to resources such as Title I tutoring, as well as other academic tutoring, if they leave school at the end of the day. An alternative schedule committee has been reviewing the widely varying needs that an alternative schedule might address (including additional course offerings) and how to build intervention time into the regular bell

schedule. Bear River High School has included in their modified block schedule a Bruin Hour, an intervention period during the school day, where students may seek the assistance of their teachers to get help in their classes. We are investigating such a possibility on our campus. We currently include courses in our schedule for Academic Literacy, Math Support (2 sections), and English Support (2 sections). Our future Intervention Specialist should help the efficacy of these supports.

Of great concern to all stakeholders are the current discussions on change of start time. All stakeholders appreciate the relevant research and data suggesting the importance of start time to student performance, attendance, physical and mental health, and campus climate. Budgets involving transportation as well as considerations for extra-curricular opportunities are tempering these discussions. Our School Board has decided to enact a later start for the 2016/7 school year.

To assist our students in reaching proficient levels of the CAHSEE as well as seeking Safe Harbor for or Program Improvement status, both the Mathematics and English Language Arts departments have assessed students prior to testing and used this formative data to connect students to appropriate remediation. Our ELA department used data to identify groups for particularly targeted interventions, as well as to identify specific areas of the curriculum in which students as a whole were weak. This was a successful venture for our math department last year, where we met our Program Improvement goal for rate of proficiency, and we are hopeful that these efforts and the work of our ELA department will achieve the success we need to establish Safe Harbor. We also changed our CAHSEE testing format to help students focus their efforts and understand the importance of proficiency and success on the CAHSEE.

The work on this system of interventions is of a high priority to our site administration should continue to push NU in working to meet the needs of our lower achieving students, as referenced in the Critical Areas for Follow Up, from the report of our previous Visitation Committees.

Goal #2: Establish NU as a school of excellence offering personalized learning opportunities with clear pathways to college and careers.

This goal is serving two functions, 1) to establish NU as a school of choice, in response to the critical area of need: declining enrollment, and 2) making sure the pathways to colleges and

careers are clear for students and parents. The efforts within this goal focus on finding new programs that serve the community in preparation of our student for college and as a future workforce, on raising awareness about our current programs so that the community is aware of the excellent education available at NU, and in the recruitment of 8th grade and other potential students. We feel strongly that with the wide variety of programs of NU that we have something to offer every student. Our goal is to articulate and promote the excellence of those offerings.

In 2013 NU had 1321 students participating in CTE in some form, but only 11% completing a CTE program while earning their high school diploma. This indicates strong interest and a need for more CTE programs. NU currently offers CTE programs in Agricultural Mechanics, Agriscience, Forestry and Natural Resources, STE(A)M, Wood Products, Architectural and Structural Engineering, Sports Medicine, Automotive, Veterinary Science, and Culinary Arts. NU will be starting a new Green Academy this fall, with two classes of 9th grade English, after seeking, applying for, and receiving supporting funds to create this new academy. This academy will offer a CTE pathways in environmental resources and energy in the utilities sector.

Our counseling department has been working on a means of articulating academy options for clarity to all stakeholders. This will likely be in the form of a one page document and a revision to that section of our website. This will include pathway information on our academies, on our CTE programs, A-G eligibility, etc.). This along with our strong 4 year plan program will assist students in navigating our large school. Our Ag department expresses concerns about the District's readiness for the new funding pathways from the state for our Career Tech Education and are recommending that we hire a full time, district wide, CTE position, administrator/certificated, to keep track of the funding sources, as well as helping to advance our CTE programs and classes.

Goal #3: Nevada Union will develop as a 21st century school with the technological infrastructure that prepares students to be Career and College ready.

Our 2014/2015 school year began with a buzz in technology. Our recently hired new Director of Technology has been working with the tech staff to increase the technology use on campus. Many of these changes were taken directly as directives from our Action Plan Goal #3.

Two days of training preceded our first in-service of the year, to help staff make the transition to Google tools, including new email system, calendars, and forms to use in the classroom and in

our staff communications. This training was well attended and has also been supported by further optional opportunities throughout the year. The Google training was also followed by a day-long training in Schoology, an online class management and communication site, which has been adopted by some staff members. These staff members have found that while the tool has many bugs, it has helped in communication with both parents and students, keeping assignments, assessments, and projects clear. Our district has also been in the process of implementing OARS an assessment data management software package. This was used successfully by our English Language Arts department in determining intervention needs for the ELA CAHSEE.

Using both school technology funds and Common Core funds, a number of document cameras have been purchased and installed, bringing a new tech. resource into many classrooms. Some teachers have used these document cameras to tape their lessons and provide them to their students through Schoology and Youtube. The tech staff has also overhauled our previous wi-fi system, to increase bandwidth across campus as we have rolled out our new BYOD (bring your own device) policy. There are currently more areas on campus with access to the wi-fi, but the signals strength and ability to meet all users demands has been less continuous. Frustration levels have ebbed and flowed over the usability of this resource. Another source of frustration has been our ongoing battle with students and staff and our web filter. Our tech. department has had their hands full with our increasing needs for more powerful, functional, and complex technology on campus.

Based on feedback received in our three year report, the school has completely revamped our website. This has coincided with our district's website overhaul. Data regarding user-friendliness as well as effectiveness should be gathered as part of the CSULA school climate survey, as well as data taken and analyzed based on hits to the website. The website has a modern look as well as a generally effective navigation system.

In the near future we have a goal of becoming a 1:1 device school. This year, the Partnership Academy has piloted working with Chromebooks, as has a cohort of AP Chemistry students. We also have available a mobile Chromebook cart for students and teachers to experiment with. Additionally, the library floor has moved from desktop cpu's to Chromeboxes, as we support a transition into the word of Google and Chrome. Students have been issued student Gmail

accounts, with a universal log in between Google and Schoology. All in all, we have over 250 Chrome devices on campus and are hoping to add to that in the coming year.

Goal #4: Further develop and clarify departmental learning outcomes based on the CCSS and improve consistency and integration of instruction across the curriculum.

Nevada Union has been making a slow but steady progression to becoming a Professional Learning Community. These efforts were bolstered by a two day workshop this past year given by Solution Tree's Tim Brown, who brought with him the work of Richard and Rebecca Dufour. This has stimulated many staff members in their departmental work to develop common assessments, including a more informed approach to formative assessments.

Collaboration time has increased for the second year in a row, to the point where we now use the last hour of every Monday to work in departmental groups towards developing DLO's, and common assessments. Different departments have made different levels of progress in the development of these common assessments, as well as the next steps of using the data from these assessments to drive discussion about instruction and best practices. Our science department has near entire alignment for all courses that are taught by different teachers, as well as a common Lab Report, so students are clear on what the expectations are for what they produce. Our Ag department reports strong progress on common learning objectives, despite a great variance in their subject matter.

While behind as a school in becoming a PLC, our two departments beginning Common Core testing this year (math and ELA) are being pushed hard to get everything done at once. Our math department has struggled and developed common summative semester (as well as some unit) assessments of our primary first three courses, Algebra 1, Geometry, and Algebra 2, and is discussing the best use of the data from these assessments. The department continues to look for other areas in which common assessments might be appropriate and feasible. Our English Language Arts department has completed their freshman grade-level matrix of Essential Learnings and are near agreement on core texts to be used and what quarter to use them. A freshman common essay was assessed as a department to align standards within the department. ELA has also committed to creating and taking a formative assessment in the first quarter for each of the first three courses as well as a common summative assessment at the semester's end. Teachers in these core departments expressed feeling a bit torn

curricular-wise, as preparing for the new SBAC was also a priority in addition to our efforts to move forward as a PLC.

To support our District's adjustment to the CCSS, we hired two TOSA Common Core Coaches. These coaches have worked directly with our Superintendent, our departments, and our teachers to help prepare teachers to work with the new standards across our various curricula. These coaches have also played a large role in organizing professional development throughout the year geared at our twin district goals or preparing for CCSS and developing as a PLC. We will begin to see the effectiveness of our efforts as a school as the SBAC scores are calibrated and become informative.

Goal #5: All students will experience a supportive and safe learning environment through improved communication among all stakeholders and by improving the culture and climate of the school.

In an effort to increase communication with all staff members, the principal has sent consistent Monday morning schoolwide updates. This has been to keep more staff members up to date with campus events, as well as calendared meetings and deadlines. It is also used to give clear positive feedback to those students and staff members who are excelling in their various arenas.

In our efforts to meet students needs for clear expectations within the classroom and in other venues, many teachers have begun using Positive Behavioral Interventions and Support (PBIS). This was a teacher driven initiative, that has the backing of many students and parent support as well. While not adopted by the full staff, students are seeing many teachers use the system in a way that is setting common expectations of them in each classroom, as well as using common language related to their behavior on campus. Our PBIS team (across stakeholder groups) has created the Miner Code of Conduct, which is helping students to stay focused by simplifying our expectations of being Responsible, Respectful, Ready-to-Learn, and Safe. A highlight of these efforts was our student video contest where students designed, filmed, and edited videos to increase student awareness and adherence to the Miner Code of Conduct and they will be used in our PBIS roll out next fall.

In their own efforts to improve the climate a group of students with the help of faculty advisors and off campus concerned citizens, have organized the Social Justice club, to work with the

bullying, intolerance, sexism, and homophobia from a student's perspective. Highlights include a campaign for more awareness on the words we use as well as a day to eat lunch with someone you don't know. Topics discussed are overt as well as institutional racism, poverty and its effects on the access to education, as well as the dress code's inequity.

Also in our efforts to gain more clarity into the issues of climate on our campus we have invested in the work of CSU LA and their Alliance for School Climate. Our stakeholders are currently taking the survey and we will work with CSULA to analyze the results and update our action plan accordingly.

Based on an analysis of data on suspensions and truancy, and also due to feedback received from our immediate surrounding community, we made a decision to close the campus at Nevada Union. Students are required to remain on campus throughout the school day, unless they have an ROP internship, or an abbreviated schedule. This has resulted in less suspensions for drug use, as well as less detentions for truancy in after lunch classes, thus creating a safer campus on which more students are present, and therefore more likely to learn. There has been little feedback received from staff members or students on the other effects of this policy.

Due to the recommendations for priorities from both of our previous Visitation Committees, an immediate effort was made in the Spring of 2014 to gather representatives from all stakeholder groups to work on new Mission and Vision statements. These were necessary to review /revamp to set the stage for our work on ESLR's/ELO's. It is our goal to create Essential Learning Outcomes (ELO's) which drive our decision making as a whole, in our departments, and as individual instructors or service providers. The committee of representatives was successful in their efforts to conduct the staff through the process of creating new Mission and Vision statements for the school. These statements were shared in all stakeholder groups for feedback before being adopted this fall (2014). The committee's work is now to use these new focus statements and create a process through which we can decide as a community what we know are the outcomes we consider mandatory in our graduates and to which our programs can push our students towards these standards. Once these ELO's are re-established, our school can move forward in using them to align our courses, to make our decisions, and to focus our efforts.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

This year we have not seen a great deal of changes to our Action Plan. Our self study of 2013/2014 was thorough and dynamic in our efforts to bring all stakeholders and their concerns to the table. This process resulted in an overhauled Action Plan, a process which left few stones unturned. We are still working on every area of the 5 goals of our Action Plan and the work is happening, as discussed in Section IV, steadily on all fronts.

Site Council is working with our Action Plan and our Single Plan for Student Achievement in the hopes of combining these two plans into one comprehensive plan, limiting their supervisory role to one document, as well as keeping the focus more simple for all stakeholders, especially the staff who are working the details of the plan through to their fruition. Site council has made the change of breaking up our 5th unwieldy goal into two separate areas, "Supportive and safe learning environment" and "Communication" as suggested by the Visitation Committee. The split of this goal should serve to keep details and tasks distinct and allow for clear reachable milestones in each. The most frequent feedback received in our home and focus groups last year related to these two goals.

There are many areas that might, being one year later, be checked off and eliminated, such as the creation of the schoolwide interventions document, but all staff have enjoyed the focus and narrowing afforded by our Action Plan. It is important to register the progress made in the Spring and Fall of 2014, that we are not ready to let go of those parts of the plan, despite the accomplishments.