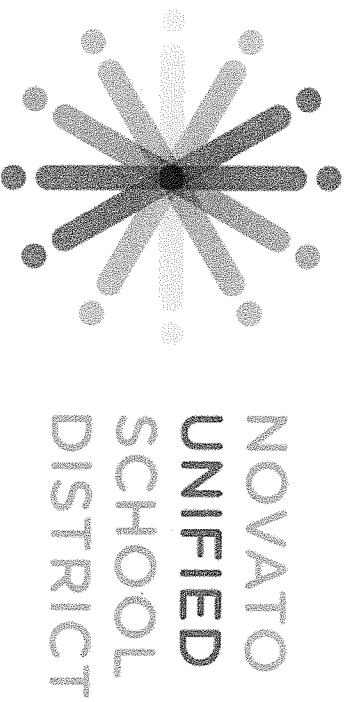


Novato High School

Novato Unified School District

Single Plan for Student Achievement 20-21



Principal Mark Brewer

Board Members

Maria Aguilera

Debbie Butler

Diane Gasson

Julie Jacobson

Derek Knell

Greg Mack

Ross Millerick




Superintendent Kris Cosca

Committee Recommendations and Assurances

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

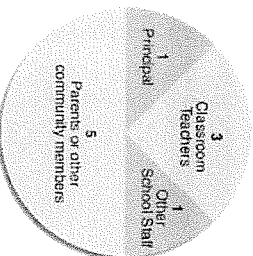
1. School Site Councils have developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."
3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.

School Site Council (SSC) Approval Date	Local Board Approval Date
January 25, 2021	March 2, 2021

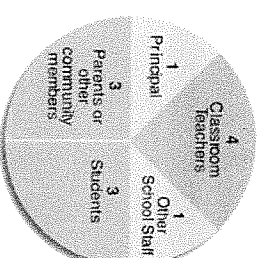
Role	Name	Signature	Date
Principal	Mark Brewer		2-12-21
SSC Chairperson	Abbie Brandt		1/25/21
ELAC Representative	Sara Torres		2/9/2021

School Site Council Composition (SSC) EC 52012, 52852

Elementary Schools



Secondary Schools



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.

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. The current makeup of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Students
Mark Brewer	Principal				
Abbie Brandt					Chair
Oscar Galdamez			Vice Chair		
Skylar Thompson					Secretary
Denise McIntyre				Parent	
Sunny Lyrek				Parent	
Janice Boers				Parent	
Jack Moffett Randall Soliz Sierra Carlson Brandon Righetti-Marweg Christina Corsetti		Teacher Teacher Teacher Teacher			Student
Number of Members in each Category	1	4	1	3	3

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSSA/Annual Review and Update? Involvement Process for the SPSSA and Annual Review and Update

The School Site Council (SSC) examines the SPSSA in its entirety annually and then reviews it at a monthly meeting session. Recommendations are made and included into the formation of the SPSSA. This school year with the pandemic, SSC meetings have taken place on zoom remotely since the beginning of the fall semester of 2020. Minutes are taken by the Secretary and posted on the novato high school website under the page section School Site Council.

School Site Council meeting dates are posted on the Novato High website and there is a history of the last 5 years of meetings since 2017 found on the homepage. Agenda and minutes are all visible to the public.

At the beginning of each school year in August, an invitation is sent to all families, parents and guardians and placed on the schools' Instagram social media account by ASB Leadership, inviting families to apply to be on the Novato High School Site Council. Applications are accepted annually via electronic transmission and reviewed by the current School Site Council.

The School Site Council is composed of students, teachers, classified, other staff, and an Admin representative annually. All members are key stakeholders in approving the School Safety Plan (Emergency Disaster Plan) near August/September annually and play a key role in the development and approval of the SPSSA (Site Plan for Student Achievement) before it is presented to the NUSD Board each school year.

This school year 20-21 Novato High School Principal Mark Brewer will be presenting to the NUSD Board our SPSSA on March 2, 2021. The Novato High SSC (School Site Council) will review prior to and then approve the document on January 25 at their monthly SSC meeting on zoom, due to the current pandemic.

2019-20 Goals Annual Review

Goal 1: Student Success/MTSS

All students will demonstrate mastery of grade level content as well as the Novato Unified School District Graduate Profile (Six C's) and will meet the UC/CSU entrance requirements upon graduation so that they are prepared for and successful in college and career.

ANALYSIS GOAL 1 - Annual Review: 2019-2020

Describe the overall implementation of strategies/activities and overall effectiveness of the strategies/activities to achieve the articulated goal.

Utilizing a MTSS framework, our goals from 19-20 include adding a district plan of 3 years around MTSS with the development of MTSS Tier 1 support with the district, our team and Professional Development.

Measure of growth would be delineated in data, which is listed in the bottom data section about declining D/F rates, suspension data, and attendance rates for 19-20.

Our strengths included: MTSS Team, Equity Team, Counselors, Psychologist, BACR/MFT's, Restorative Practices Coordinator, Bi-Lingual Counselor (once a week), East Annex Wing.

Our trends noticed would be: Developing our MTSS plan district and school-wide.

Goal 2: Staff & Student Success/Proficiency Based Education

All staff will receive the appropriate professional development and support.

ANALYSIS GOAL 2 - Annual Review: 2019-2020

Describe the overall implementation of strategies/activities and overall effectiveness of the strategies/activities to achieve the articulated goal.

All staff will receive the appropriate professional development and support. Our expected outcome for 19-20 was: Departments create scope and sequence, assessment, and academic policies of target standards a minimum of 75% of feedback will reflect a positive rating of the effectiveness of professional development time.

Responsible for implementation was working with DLT (District Leadership Team) and Department Chairs, training teachers and staff on new practice. The activity/action was to be: addition of supports targeted to mastery including office hours, academic policies. Data found for 19-20 is listed in the data section of the SPSSA at end of document.

Briefly describe any major differences between intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PD Substitute days in 19-20, Sub days for ELPAC Summative for ELPAC teachers (3 release days for 5 teachers).

Intended implementation includes, but is not limited to, training new staff for 19-20, working within the budgetary restraints of when we had PD (professional development) during school day off site, and expected sub costs.

Describe any changes that will be made to this goal, the annual outcomes to this goal, the annual outcomes, metrics or strategies to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSSA.

Novato High has been working on PBE and in school year 19-20 we looked to focus on PBE structures and concepts in professional development. Nevertheless, our district has a 5-year vision to implement Proficiency Based Education in all classrooms, and our site is moving forward with departmental momentum to continue to implement these practices, in a timely fashion. Annual expected outcomes include lowering the D/F rate and reducing the amount of students needing credit recovery courses in APEX.

Goal 3: Culture of Caring

Each school site will develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

ANALYSIS GOAL 3- Annual Review: 2019-2020

Describe the overall implementation of strategies/activities and overall effectiveness of the strategies/activities to achieve the articulated goal.

The school will continue to seek out ways to involve all parents/guardians by soliciting feedback and input into school decisions and increase attendance at school events (i.e.: attendance rate, volunteer hours, attendance at ELAC, PTSA, SSC, etc.). The activity/action would include Wellness Campus PD with Staff focused on Trauma Informed Teaching, PBIS Wellness, Suicide Prevention, SEEDS, Bite of Reality Oct 2019 and Wellness Week in Feb 2020 Guest Speaker in Spanish and English. Developing Welcoming/Dreamers Center MSA Foundation monthly meetings and quarterly all MSA Town Halls Continue PTSA, Booster, ELAC parent meetings.

Our expected outcome with data would be increased parent and family participation at meetings, community events and improved attendance rate at Novato High from 96% to 97%. Data showcased at the bottom of the SPSA document.

Briefly describe any major differences between intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intended implementation for Summative ELPAC and MAP testing does not come with any additional costs (except for the 3 release days where 5 ELPAC teachers were trained off site during school hours); other than assistance with ELPAC summative testing outside of the AP and support staff. MAP testing in English courses in the 19-20 school year took place during school hours in all English classes.

Describe any changes that will be made to this goal, the annual outcomes to this goal, the annual outcomes, metrics or strategies to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No current changes to the goal; however, compared to the 19-20 school year, we are improving our instructional practices in both designated and integrated English Language instruction. Because of the pandemic and remote learning, we did not implement the ELPAC Summative assessment to all English Language Learners in the spring of 2020. Instead we strategically gave the test to students in Fall 2020 meeting all other criteria. This change may have impacted our redesignation goals. The strategic hiring of two new dedicated EL teachers needed to be adjusted given the virtual learning dynamic though the school was able to adjust teaching assignments to seamlessly meet SPSA intended activities on ELL staffing.

2020-21 Goals

LEA Goal 1: Culture of Caring

Establish a school culture that is highly responsive to all stakeholders and fosters a "culture of caring" for all using MTSS best practices

- a. Expand social-emotional supports to foster an inclusive culture
- b. Enhance the accuracy of collecting, recording and analyzing behavior and wellness data to be utilized within the problem-solving process to improve system effectiveness.

Action	Description	Responsible for Implementation	Measure of Growth	Expected Outcome	Proposed Expenditure
Develop and amplify consistent messaging of Wellness Campus supports (tier 1)	Continue developing tier one resources including website, wellness flyers, and pamphlets	Wellness Executive Committee	Youth Truth Student Survey Alternatives to suspension will increase from ___% to ___% Disproportionality in suspension rates will reduce by 10% Attendance rates will improve from __96%__% to __97% for ADA. All Data is at bottom (SPSA)	Youth Truth Survey goal of 95% participation for students in classes in 19-20. 96% in 19/20 Goal will be to be at 97-98% attendance for 20/21. Attendance rate will increase and D/F rates will go down. All Data is at bottom (SPSA)	Restorative Practices Coordinator/Wellness: 0.375 out of the Healthy Novato Initiative grant; and 0.375 FTE out of the centralized LCFF Supplemental grant
Build capacity of staff to integrate wellness and trauma informed	Model wellness and suicide prevention strategies into monthly staff meetings and provide	Admin Team	Youth Truth Staff Survey		Kognito training: student to student: \$1,000 Let's Bring Change 2 Mind Student government/club

practices (tier 1)	resources Participate in district and county wellness collaborations				
Pilot SEL curriculum in all 9th gr CCR classes (tier 1)	Participate in district and county wellness collaborations Assign Lead Teacher, integrate SEL Curriculum aligned to CASEL standards into CCR scope and sequence	CCR Lead Teacher	Youth Truth Staff Survey Improve pass rate of CCR across all 9th grade classes for 19-20.	Achieve a 99% pass rate 19-20 school year. Goal is to now recover any CCR freshmen failing grades for quarter and semester for 5 credits per course, with	\$1,750 Curriculum + \$350 facilitator training = \$2,099 total (Marin County Behavioral Health Grant)
Increase mental health services for English Language Learners (tier 2)	Partner with North Marin Community Services to provide bilingual supports for all Newcomer EL students	AP overseeing wellness and equity	Youth Truth Survey - EL subgroup		Community Liaison salary LCFF Supplement - District
Improve coordination of services and use of data (tier 2)	Bi-weekly mental health partners meetings using revised agenda data monitoring	SRT Team	Create baseline system to monitor participation in T2 and T3 wellness supports		

<p>Develop affinity spaces and supports for BIPOC and LGBTQ+ students</p>	<p>Pilot Ethnic Studies course including teacher support</p> <p>Increase clubs and small groups for BIPOC students</p>	<p>AP overseeing wellness and equity</p> <p>Ethnic Studies Lead teacher</p>	<p>Decrease # of students sent to SARB</p> <p>Youth Truth Survey - subgroup data</p> <p>Increase BIPOC representation in MSA</p>	<p>no disproportionality between whole school and BIPOC and LGBTQ+ students</p> <p>25% in 19/20 to 33%</p>	<p>\$1,000 Ethnic Studies curriculum (EL- English Learning Materials and Supplies).</p>
<p>Continue diversity, equity, and inclusion efforts in schoolwide special events and recruitment to NHS specialized programs</p>	<p>Wellness week with DEI focus</p> <p>MSA annual equity audit and report</p> <p>Revise admissions process to better support diverse candidates</p>	<p>Wellness Committee</p> <p>Assistant Principal overseeing arts, wellness, and equity</p>		<p>Maintain/grow positivity rating:</p> <p>Agree there are programs/ services on campus 3.25 Jan 20 to 3.5</p>	<p>\$2,500 speaker costs for Black History month assembly, etc. (NHS ASB Student Gov)</p>

Analysis of 20-21 Goal 1- MTSS and regional collaboration structures, the NHS team has significantly reframed school culture and social-emotional needs from disconnected aspects of school support into an overarching structure we call our Wellness Campus, a proactive system of universal, secondary, and targeted individual supports with increased focus on the foundation of family-school-community partnerships, positive school climate and policy initiatives, mental health promotion and awareness, and data-based decision making.

The value of investing in a more comprehensive and integrated approach has resulted in clarification of purpose and roles, an increase in tier one universal support, and improved effectiveness of coordination of services within existing partnerships.

Adjusting supports to remote learning conditions remains a challenge, but with increased staff capacity and coordination, we have been able to nimbly respond and meet many of the identified stakeholder needs.

LEA Goal 2: Culture of Competence

- Implement clearly articulated systems for behavior, academics, and social-emotional support with fidelity within a multi-tiered system of support (MTSS) to enhance a “culture of competence.”
- Expand the multi-tiered system of academic support to maximize resources and ensure sufficient support to all students.
 - Improve the EL standards aligned curriculum and implementation of appropriate teaching strategies for English Language Learners

Action	Description	Responsible for Implementation	Measure of Growth	Expected Outcome	Proposed Expenditure
Strategic planning using MTSS Framework	Continue participation in district MTSS team to audit and align core instruction	MTSS Committee including Principal and AP			Cost for PD and/or trainings with staff on MTSS strategies or with MTSS team
Adjust universal support office hours to ensure sufficient class support	Pilot strategies to monitor how teachers use dedicated time in the schedule to serve students	Admin Team, Teacher Leadership Team, and Department Chairs	Increase pass rate in core classes	English pass rate from 87% in 19/20 to 95% in 20/21	New 1.0 FTE ELL teacher LCFF supplemental, secondary gets FTE for the ELD section.
Implement universal academic screeners	Galileo reading test 3 x year	AP TLT	MAP to Galileo scores for EL and FRL students	5% growth from 19/20 to 20/21	Substitute for PD Release time
Adjust staffing, curriculum, and testing for English					

Language Learners	Ongoing staff development of teachers assigned primarily to EL	District MTSS Coordinator, EL TOSA, AP	Summative ELPAC Redesignation	Increase from 12% annually to 20%	Stipends for extra duty for testing \$3,000 Learning Loss grant to NUSD to be received in March
Pilot supports for Algebra	Add support class to master schedule	Principal Mr B & Math DC	Algebra 1 Pass Rate for students in support	Increase pass rate from 85% in 19/20 to 93% in Algebra 1 9th grade courses.	

Goal 2 Analysis for Proficiency Based Education: Our Admin Team works in partnership with our Department Chair (DC) Team. Our DC's work within their departments and within their locus of control, to implement instructional strategies for PBE. The vision and goal of our departments are to utilize rubrics and a 4 point grading scale and have a 5-year vision partnered with NUSD on PBE goals. While we are strongly working to move towards a 4 point grading scale, staff wide it is still in the beginning stages of implementation across all curriculum areas. Some departments such as Social Science and Science are in the middle stages of proficiency/mastery across both respective departments for solid implementation.

LEA Goal 3: Culture of Excellence

Implement clearly articulated proficiency-based education and school-wide structures to enhance “culture of excellence”

- Enhance the accuracy of collecting, recording, and data-analysis to identify areas of academic strengths and growth for all students.
- Increase the capacity of teachers to use proficiency based education concepts including proficiency scales, learning targets, and alternative assessments

Action	Description	Responsible for Implementation	Measure of Growth	Expected Outcome	Proposed Expenditure
Provide training and collaboration time to understand and implement Proficiency Based Education concepts	Increase number of teachers participating in Teacher Leadership Team (TLT) District planned Professional Development sessions	Principal Director of Student Success TLT	Staff development satisfaction surveys Youth Truth Survey for Staff	85% agree/strongly agree PD is useful "I feel my work contributes to the goals of the school" - goal: 90% to 95%	Substitute costs for PD during school day; and/or trainings-
Diversify assessments	Departments create scope sequence, assessment, and academic policies of target/goals Teachers offer alternative assessments to measure proficiency	Department Chairs TLT	D/F rate drop		

Goal 3 Analysis for 20-21 Novato High: will develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Utilizing data such as ELPAC and MAP testing in English/Literacy and Math and collaborations with the district in building more robust MTSS supports, we will be able to decrease student D/F rates; increase number of students from English Language Learners to Redesignated English Fluent and pilot strategies to monitor how teachers use dedicated time to serve our students. D/F rates data and attendance data is listed at the bottom of the SPSA in Data section.

The strategies in this goal focused on increasing universal support (tier one) Integrated and Designated ELD, and building systemic capacity to adjust support responsive to the data we are collecting. Strong teacher leadership and explicit alignment to our school's well established strategic plan has improved the overall effectiveness of each strategy to remove barriers to success for subgroups of students (English Language Learners and freshmen who fail Algebra) and the student body as a whole.

Program for English Learners

- (a) Goals to improve student outcomes, identified through the needs assessment which address the academic and language proficiency needs of ELs.
- (b) Evidence-based strategies, actions, or services to reach goals.
- (c) Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable.

Novato High increased its focus and implementation of summative strategies and activities in supporting English Language Learners based on needs assessment at both the site level and the district level including 1) a year long equity audit facilitated by West Ed in collaboration with educators from Novato High; 2) ongoing site level collaboration of an English Language Learner committee; and 3) input from families participating in our ELAC team. Through these

substantial efforts and reflections, Novato High administrators and teachers were key stakeholders in developing an English Learner Master Plan at the district level including an asset based vision: Engage Inspire Empower toward biliteracy. This plan defined evidence-based strategies to support English Learners in accelerating their acquisition of English while simultaneously meeting grade level standards and graduation requirements.

At Novato High, we identified two specific actions in Goal 1 and a specific action in Goal 2.

In Goal 1: Culture of Caring, stakeholders agreed on the need to increase mental health and social emotional support for English Language Learners, especially those considered Newcomers. A restructuring of administrative duties to create one administrator overseeing both wellness and equity increased our ability to partner with North Marin Community Services in writing a grant proposal to fund a .5 FTE bilingual counselor and a .2 Latino Coordinator of Services. Also in Goal 1: Culture of Caring, NHS proposed expenditures increasing funding to create a full time wellness coordinator/restorative practices coordinator. This position is funded 50% from district grant funding and 50% from SPSA related portion of the LCAP and school-level budgeting and serves English Learners in her collaboration with the school's Community Liaison - a vital role for English Learners and their families and funded 100% through LCAP funds.

Stakeholders also agreed that Novato High's integrated and designated EL classes required dedicated and specialized staffing and curriculum. In Goal 2: Culture of Competence, this focus on adjusting English Learner supports through budget neutral staffing realignment and budget dependent adoption of a new EL standards aligned curriculum - English 3D - and ongoing professional development including release time and substitute expenses. This focus on high quality instructional materials implemented by dedicated EL teachers is consistent with the NUSD English Learner master plan and best practices.

DATA for SPSA Novato High School

Attendance Rate

2018	95%
(1382 students)	
2019	97.1%
(1455 students)	
2020	97.5%
(1434 students)	

CAASP – Percent proficient

Math	2018	41%
	2019	36%
	2020	45%
English	2018	61%
	2019	66%
	2020	72%

Graduation Rate

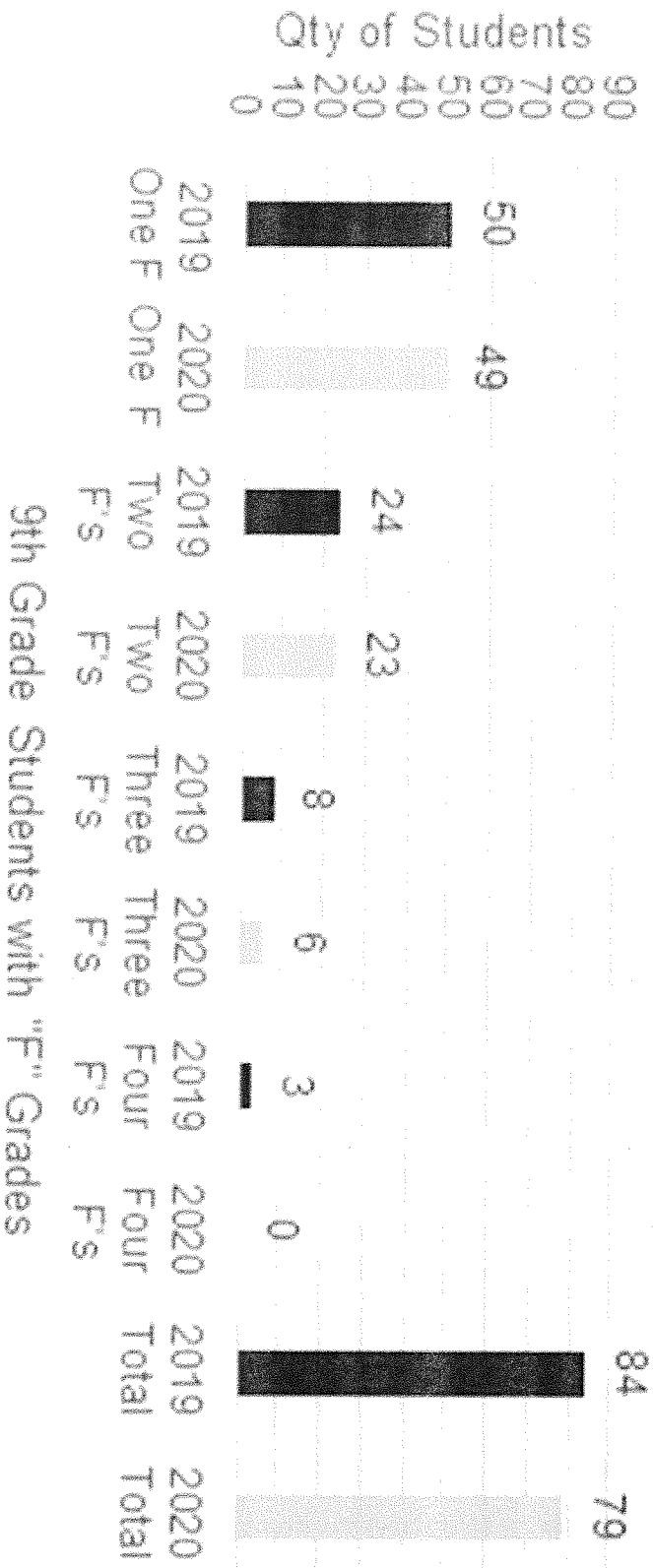
2018	91.1%
2019	93.2%
2020	95.3%

Suspension Rate

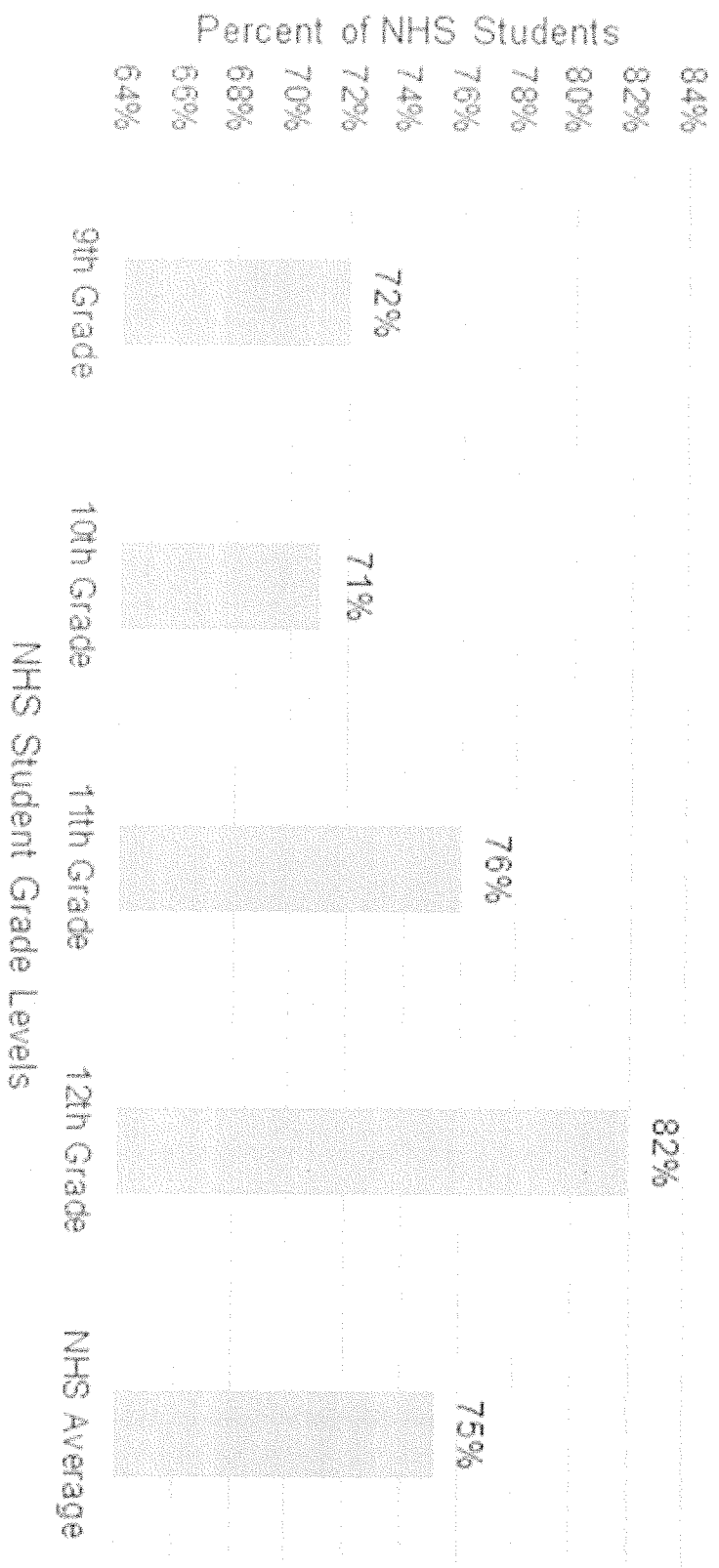
2018	4.5%	2
2019	4.2%	2
2020	3.2%	3

Expulsions

2019 and 2020 2nd Progress Report Comparing number of "F" data for 9th Graders



NHS Students Meeting / Exceeding Benchmark Standards in ELA



This chart illustrates the percentage of students per grade level who are currently meeting / exceeding benchmark standards on Galileo

Youth Truth data for NHS
Percent agree/strongly agree

<u>Question:</u>	<u>Jan 2018</u>	<u>Jan 2019</u>	<u>Jan 2020</u>	<i>3 yr growth</i>
Administrators treat staff with respect	48%	78%	81%	+33%
Staff and administrators care about each other	49%	58%	75%	+26%
Teachers at my school work together to improve instructional practice	62%	71%	78%	+16%
My school is cooperative and team oriented	41%	57%	72%	+31%
I feel comfortable approaching the administration if I need help solving a problem	62%	70%	72%	+10%
I understand my school's goals overall	61%	50%	82%	+21%
I feel my work contributes to the school goals overall	77%	86%	90%	+13%
My school empowers me to be creative in how I do my work	52%	71%	76%	+24%
I feel empowered to play a meaningful role in decision-making at my school	40%	44%	45%	+5%

Budget Summary

Federal	Allocation
Title II	\$16,662.00
Carl Perkins - site allocation	\$25,000.00
Federal funds for this school	\$41,662.00

State and/or Local	Allocation
LCFF Supplemental	0
Marin County Behavioral Health Grant	\$2,099
Novato High Student Government	\$4,500
State/Local funds for this school	\$6,599

Total federal, state, and/or local funds for this school	\$48,261.00
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SPSA 2020-21 Checklist School Name: Novato High School

Signatures	Signatures of SSC/ELAC chairperson and site administrator should not be before SSC approval of SPSA.	<input type="checkbox"/> Principal <input type="checkbox"/> SSC <input type="checkbox"/> Chairperson <input type="checkbox"/> ELAC <input type="checkbox"/> President
SSC Membership & Comments	<ul style="list-style-type: none"> • Ensure required parity for composition of SSC • Record of SSC member comments in meeting minutes. 	<input type="checkbox"/> Parity <input type="checkbox"/> SSC <input type="checkbox"/> Comments
Stakeholder Engagement	<p>How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?</p> <ul style="list-style-type: none"> • Include a description of the options provided for remote participation and the efforts made to solicit stakeholder feedback including efforts to reach students, families, and other stakeholders that do not have internet or speak languages other than English. 	<input type="checkbox"/> Engagement
ELAC	<p>The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the SSC on the development of the SPSA.</p> <p>ELAC</p> <ul style="list-style-type: none"> • Include review and discuss SPSA on ELAC meeting agenda • Document comments from review of SPSA in ELAC meeting minutes • Share ELAC meeting minutes with SSC <p>SSC</p> <ul style="list-style-type: none"> • Include ELAC comments regarding SPSA on SSC meeting agenda • Document review of ELAC comments in SSC meeting minutes 	<input type="checkbox"/> ELAC <input type="checkbox"/> SSC
EL Program	<p>EL Program must be included in the development of the SPSA. An approved SPSA must contain:</p> <ul style="list-style-type: none"> • Goals to improve student outcomes, identified through the needs assessment which address the academic and language proficiency needs of ELs • Evidence-based strategies, actions, or services to reach goals 	<input type="checkbox"/> EL Program

	<ul style="list-style-type: none"> Proposed expenditures based on the projected resource allocation 	<input type="checkbox"/> Analysis
Analysis - Annual Review	<ul style="list-style-type: none"> Describe the overall implementation of strategies /activities and the overall effectiveness of them to achieve articulated goal. Briefly describe any major differences between intended implementation and/or budgeted expenditures to implement strategies/activities to meet the articulated goal. Describe any changes made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal because of this analysis. Record in SSC meeting agendas and minutes that record discussion(s) regarding analysis of goals. 	<input type="checkbox"/> Title I <input type="checkbox"/> Title II
Funding	Include name and allocation for funding sources	<input type="checkbox"/> Title I <input type="checkbox"/> Title II
Title I Evaluation	Annual program evaluation (mandated action - can do it while working on SPSSA)	<input type="checkbox"/> Title I

SPSA Review Check-List Name of School: **Novato High School**

Section	Reviewer	Status/Notes	Complete (Y/N)
SSC Approval Date	Suzi H.		Yes
Board Approval Date	Suzi H.		Yes
Signature Page	Suzi H.	Missing signatures/dates	Updated
SSC Parity	Suzi H.		Updated
Expenditure Funding Sources	Suzi H.	Not all funding sources identified	Updated
Budget Summary	Suzi H.	Not all funds listed	Updated
Stakeholder Involvement	Suzi H.		Yes
Goal 1 2020-21	Jenn L./Amanda D.	Metrics should be general measures and "expected outcomes" should reflect goals, not current data. You'll include this year's data in your next year analysis section. (See Notes)	Updated
Goal 2 2020-21	Jenn L./Amanda D.	See Goal 1 Feedback	Updated
Goal 3 2020-21	Jenn L./Amanda D.	See Goal 1 Feedback	Updated
Analysis Goal 1 2019-20	Jenn L./Amanda D.	Revise your analysis to match your 2019-2020 goals. You may want to copy and paste your current analysis to use in next year's SPSA analysis of the 2020-2021 goals.	Updated
Analysis Goal 2 2019-20	Jenn L./Amanda D.	See Analysis 1 Feedback	Updated
Analysis Goal 3 2019-20	Jenn L./Amanda D.	See Analysis 1 Feedback	Updated
Program for English Learners	Rhonda F.		Yes
Title I Evaluation	Suzi H.	NHS doesn't receive Title I	N/A