

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Novato High School	21 65417 2132272	September 13, 2021	October 19, 2021

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) examines the SPSA in its entirety annually and then reviews it at a monthly meeting session. Recommendations are made and included into the formation of the SPSA. Due to the pandemic this year, 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 on the page titled 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. Each year we hold an election if there are more then enough candidates, however in the last 3-4 years, we have received just enough applicants for spaces on SSC.

The School Site Council is composed of students, parents, teachers, classified, other staff, and an Administrative 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 SPSA (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 SPSA 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.

Stakeholder Engagement

The annual and ongoing engagement of stakeholders is a key part of the LCAP development process. It is important that the goals, actions, metrics, and expenditures within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the NUSD community and share the experiences of students, families, and staff. In preparing for the LCAP stakeholder engagement process NUSD determined that the new goals and actions must clearly reflect the district's commitment to equity and include student voice. Novato High School has had a Student Advisory Committee that works with YLI (Youth Leadership Institute) on data and any school policy changes and data. While historically, the Parent Advisory Committee (PAC), District Leadership Team (DLT), and DELAC Committed played the most active role in providing input for the LCAP, two more groups were added this year. The Equity Blueprint Team came together in 2019 to review and create an action plan based on the results of the NUSD Educational Equity Audit. This audit was for only high schools and this year will be an NUSD district wide Equity Audit with Anthony Muhammad for all grade levels K-12. This team's focus on equity and deep knowledge of NUSD's critical areas for growth provided an invaluable voice in the process. Additionally, a Student Advisory Committee (SAC) was established to represent student voice. This diverse group included at least one student from each of NUSD's schools ranging in grade from 5th to 12th. Finally, Community Based Organizations (CBOs) Open closet, Dreamer's Club, North Marin Community Services, Adopt a Family in Marin, Sparkle Foundation, and Canal Alliance that serve Novato's most vulnerable students were included in all meetings to provide information, input, and perspective from the wider community. Our community Liaison Cinthia Angelicola works with all of these organizations for NHS students. All meetings were held virtually which had a positive impact on participation.

Meetings and Listening Sessions

With the exception of convening with NUSD District Leadership stakeholders, all meetings were held virtually due to COVID-19 pandemic. Spanish Interpretation was made available to participants and minutes were transcribed for all meetings. In addition to commenting during a meeting, participants were invited to submit written comments and questions to NUSD Education Services personnel. All stakeholder input was reviewed by NUSD staff to understand the priorities of the community to guide plans for the future.

Parent Advisory Committee (PAC)

Participants: Parents (including those who have children who participate in NUSD's Special Education, English learner, and GATE programs) a student representative from every school, district-wide equity team site personnel, district administrative staff, community non-profit organizations

Meeting Dates: March 3, March 25, April 29 and May 27, 2021

District English Language Advisory Committee

Participants: DELAC members and NUSD central office staff

Meeting Date: April 15, 2021

School Site Council Districtwide for Youth Truth Survey Data from 20-21 school year.

Participants Members from each School Site Council, NUSD personnel and Youth Truth Survey representative

Meeting Date: March 18, 2021 at Hill Education center.

District Leadership Team (DLT)

Participants: All School administrative personnel and Assistant Superintendent of Education Services

Date: May 6, 2021

NUSD School Board Meeting/Public Hearing where SPSA for Novato High was approved by NUSD Board.

Participants: Board of Trustees, Superintendent, NUSD personnel and general public

Date: June 15, 2021

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	110	134	140	8%	9.4%	10.0%
Fluent English Proficient (FEP)	58	56	57	26.3%	25.8%	27.4%
Reclassified Fluent English Proficient (RFEP)	363	370	385	4%	4%	3%

Conclusions based on this data:

1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B]).

The data above includes reclassified students, who at one time, in their education, were reclassified. So it may appear to be an annual total, but it includes any year they were re-classified. Adding a teacher leader to serve as EL Specialist in the 21/22 plan will help the school evaluate and monitor progress toward goals. Galileo Assessment will be administered three times during the school year for Literacy in all grade levels. School Site Data specialist and ELD coordinator will review benchmark assessment data to identify student needs and progress.

2. a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])
b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

The school will leverage teacher leaders in all content areas to set school-wide EL standards focus and complete cycles of inquiry to support the language proficiency needs of ELs. Students will receive direct support from our 2 new ELD teachers in courses such as Bridging, Fundamental ELD, Designated ELD, Emerging ELD, and Expanding ELD. We hired 2 new teachers in 20-21 to help students to reclassify with strategies such as Think Pair Share, Modules, Scaffolding and students showing understanding by making an Outline of the key points they know, rather than writing an entire essay.

Culture of Competence.

LCAP Goal: To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response by analyzing Galileo Map data, studying D/F list with Department Chairs monthly, having student tutor sessions after school for Math and Sciences, and ELD, and by inviting students to Saturday Academy for help with all of their teachers twice a month.

Expand the multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students. We will use a new COST program for support in counseling and work with our wellness staff to expand supports for ELL students and all students at Novato High.

Teachers will continue to integrate ELD standards in daily lessons as demonstrated by learning logs, office hours supports twice a week for a total of 80 minutes in two separate sessions, and all teachers are listing ELD standards on their white boards for all students daily. Other academic supports include SST's, 504's, and academic check ins with their counselors in the Counseling office, as well as student tutoring.

3. 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. (EC Section 64001[g][3][C])

Centralized District funds will pay for any release days for EL teachers to be trained off site during school hours or at MCOE and there is a stipend for EL specialist with the new LCAP budget for 21/22. We are implementing ELD 3D in our in our designated classes ELD courses. We use Language Launch, and English 3D for all 3 levels of our ELD classes with our two ELD teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Culture of Caring

LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1

Build shared understanding of NHS Wellness rationale, model programs, and services

Identified Need

Coordinate student supports through clear identification, navigation, assessment, and treatment using clear data and systems

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Data on wellness: Response to question: Youth Truth - When I'm feeling upset, stressed, or having problems, there are programs or services at my school that can help me.	Feb 2021 - 36% of all students agreed/strongly agreed	Feb 2022 - 60% of all students agree/strongly agree
Number of students referred, assessed, and seen by CBO partner clinicians	2020-21 school year: 92 referrals = 7% of student population 71 referrals to school based counseling via BACR 29 active 1:1 counseling 10 waitlisted 21 Bilingual/Bicultural referrals via NMCS 19 Active students/families	10-15% student population assessed and seen by CBO partner clinicians (approximately 200 students)
Suspension rate decrease; increase in number of referrals to restorative practices	0.2% suspension rate for 20-21. 53 referrals to restorative practices in 19-20.	To increase referrals to restorative practices in 21-22 to decrease days of suspension.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8 referrals to restorative practices in 20-21 (remote majority of year).	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students receive school-wide supports and learn about mental health programs, services, and strategies

Strategy/Activity

Promote wellness supports and systems school wide. Leverage Restorative Practices and Wellness Coordinator as key spokesperson and organizer of weekly wellness announcements, activities that all students can join, and teacher professional development facilitator to encourage all teachers to incorporate strategies into all classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Restorative Practices Coordinator - Centralized District Funds
2,000	General Fund Producing Wellness Announcements for Thursday school wide messaging to all kids and supplies
1,750	Other East Annex (wellness space) any other necessary supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students referred for counseling services (10-20% of all students) will be assessed and appropriately treated by Community Based Organization (CBO) clinicians

Strategy/Activity

Increase access to and coordination of CBO clinicians (1.0 FTE/5 days a week) in order to meet the needs of all students referred for school based mental health services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Grant for the 4 Wellness new hires for the East Annex (Wellness Team)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall implementation of our Wellness Campus strategies continued to develop a school culture that is highly responsive to all stakeholders and fosters a “culture of caring” for all using MTSS best practices. We have 3 Tiers of support for our students. Tier 1 supports include the teacher, office hours, after school tutoring. Tier 2 supports include academic counselors, confidential MFT's (marriage and family therapists), coaches in athletics, our Wellness coordinator in the East Annex and our new Wellness staff. Tier 3 supports include your administration, parent conferences, and SART/SARB meetings. We expanded social-emotional (SEL) supports to foster an inclusive culture and saw strong growth in our outreach to traditionally underserved student communities of color, especially in the relationship to one of the two CBO partners who aligned well with our work. With COVID and unique school scheduling, our ability to enhance the accuracy of collecting, recording and analyzing behavior and wellness data to be utilized within the problem-solving process was still challenging. In addition, the school's loss of a student to suicide impacted both the staff and student body who grieved a loss.

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

More students and staff and stakeholders are participating and/or accessing wellness supports on our campus. We've developed a wellness campus as well as a wellness hub/space in the 3300 wing with restorative practices specialists, MFT (marriage and family therapists), and an academic counselor who is available 5 days a week in the East Annex (wellness area). Our implementation of the plan needed to be adjusted because of the pandemic. 1:1 treatment and small groups needed to be implemented online instead of in person. This change to online supports reduced the % of students who participated. But the Wellness Steering Committee was able to collaborate more often and successfully implemented many school-wide supports including weekly video

announcements, all school student input activities, Wellness Week, and all student suicide prevention training. There was no change in budgeted expenditures to implement the strategies.

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

We will continue to develop and amplify consistent messaging of Wellness Campus supports (Tier 1). This year, we will continue to use CBOs to provide school-based counseling to students now on campus and we will add consistent use of mental health screeners and coordination of services to ensure all students referred are assessed and provided with the appropriate level of care. In order to increase the data collection and monitoring, the school will partner with one CBO and pursue additional grant funding for increased clinician support (YOR grant and MHSSA grant). These strategies will be found in the Goal 1 description in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Culture of Competence

LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Implement multi-tiered levels of support to increase student success by implementing: SEL curriculum in Health course, increase EL support, and provide math support classes.

Identified Need

Define the three tiers of universal MTSS and the tier 1,2, and 3 supports for all students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Establish school-wide instructional expectations with clear communication of MTSS 3 tiers of support focus (essential standard, EL standard, office hours support)	Baseline: 33% of teachers communicating essential standard and EL standard and implementing office hours was not tracked in 20/21 due to online format of school	100% of teachers post essential standard and EL standard 100% of teachers implement office hours twice a week for 30 minutes
% of all students passing English and Math classes; increase Alg 1 pass rate; reduce disproportionality between EL students and all students in overall % pass rate;	90% for overall pass rate for English and 90% overall pass rate for math; Algebra 1 pass rate is 78.3% for 20-21 English 9 pass rate is 85.1% in for 20-21	90%+ pass rate for all classes including Alg 1 and English 9 which both include EL students
% of EL students who reclassify from EL/LTEL to RFEP	Of our 140 EL students in 20/21, 15 were reclassified as English proficient (RFEP) = 10%	Goal is 15% reclassification so in 21/22 we were looking for 21 students reclassified.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 9th grade students receive additional academic and social emotional supports through required freshmen courses: Health and CCR

Strategy/Activity

CCR and Health teachers integrate SEL curriculum and office hours logs to ensure all freshmen have systemic support in accessing mental health and academic supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

General Fund

Any items related to SEL curriculum or support for students- need "Changing Perspectives" (licenses for our ELD staff)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners receive both designated and integrated language acquisition support

Strategy/Activity

Increase EL supports in a school-wide context including 1)School-wide focus on quarterly EL standards and aligned strategies to increase teacher capacity to address language acquisition needs of EL students; 2)implementation of formative and summative local assessment (Galileo) and ELPAC testing; 3) progress monitoring of EL success rate in content area classes;

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Suicide Prevention Training, Signs of Suicide program for 21-22, Incognito from 20-21

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who struggle in Algebra 1

Strategy/Activity

Adjust master schedule to provide math support class (2 math periods) with experienced teacher to improve pass rate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

2 Math support 9 sections of 0.4 FTE for Master schedule 20/21 and 21/22 built into our FTE allocation spent

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategic planning using MTSS Framework especially in using the master schedule to meet the needs of students not yet meeting proficiency in core classes. We implemented universal academic screeners like Galileo in place of Map testing 3/times a year for 20/21 to provide data on student literacy levels and provided professional development on ways teachers should use Office Hours and EL integrated supports to increase the success rate of EL students. Additional supports embedded in the master schedule are consistent with MTSS practices and should continue especially now that we are back on campus and can more closely capture data and monitor the overall effectiveness to achieve articulated goals.

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

Because of a revised master schedule responsive to the challenges of remote learning, many of the intended implementation strategies needed to be adapted and were more difficult to capture data in implementing. Our engagement rate in school-wide Office Hours, 9th grade CCR and Health class integrated supports, the additional math support class for students, and integrated and designated support for English Learners was lower than intended and data was harder to capture. We added remote learning specific supports for English Language Learners, especially Newcomers, with an EL Learning Hub on campus to help EL students access classes from school instead of from home where many experienced spotty internet and additional home challenges. This EL Hub model allowed us to bring in additional supports like community tutors who are available 3-4 times a month during office hours sessions. No adjustments to the budgeted expenditures as the remote model allowed us to adjust daily job responsibilities to focus on EL students on campus.

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

Changes in this goal will include appointment of an EL Specialist to coordinate school-wide EL goals and adjust student supports including EL student goal setting toward bi-literacy using data, increased teacher support aligned to EL focus standard and strategies. In addition, the school's teacher leaders, our Department Chairs, will shift focus from school-wide business logistics to MTSS supports and facilitate monthly cycles of inquiry into department data on overall student success rate, EL success rate, and use of office hours. Metrics and outcomes have been adjusted in the SPSA aligned to these changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3

Implement PBE shared grading practices by involving students in PBE grading. Implement teacher training led by TLT (Teacher Leadership Team) at staff meetings.

Identified Need

How do we embrace a growth mindset in our teaching and grading practices? Describe several strategies to assess student proficiency

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
60% of staff will be implementing grading scales and PBE school wide	Fall 2021 baseline data collected during goal setting meetings where teachers share their goals for 21/22	60% or more implementing PBE by the end of 21/22 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be involved in PBE in one or more of their classes for 21/22 school year

Strategy/Activity

TLT (Teacher Leadership Trainings) at staff meetings and modeling by TLT leaders to students, classes, and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,765

Source(s)

Title II Part A: Improving Teacher Quality

Professional Development: could include Teacher Leadership Team trainings, offsite during school hours, possible sub costs paid by District, PBE trainings on rubrics/grading/proficiency scales, conferences.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Departments create scope sequence, assessment, and academic policies for target/goals. For VAPA Visual and Performing Arts- proficiency based grading on a 4-point scale, rubric. For Phys Ed, they have group projects and presentations based on heart rate, yoga, and/or swimming lesson plans/block plans. In 9th grade they create individualized fitness plans. In 10th grade, PE focuses on Exercise and Mental health. 11th grade Yoga has a project on Mindfulness tied to learning targets. For Social Science there are assessments and grading basic on 4-point scale and rubrics. Students receive the rubric before the assessment or assignment, so they can complete their assignments based on the Proficiency Based grading scale.

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

We diversified formative and summative assessments (Math has an MDTP assessment for map testing), English and Literacy utilizes the Galileo Beginning, Middle and End of the Year assessments as Teachers offer alternative assessments to measure proficiency. We examined D/F data at progress reports every 6 weeks for 20/21 school year.

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

85% agree/strongly of staff in the Youth Truth survey data for students, teachers agree PD is useful and that my work contributes to the goals of the school". 20/21 school goal was 90% to 95% of staff supporting PBE implementation.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High Quality Data Based Decision Making

LEA/LCAP Goal

NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

Goal 4

To implement Data Cycles for academics and social emotional wellness.

Identified Need

As students have returned to full in person learning at Novato High, NHS has identified areas of need to increase academic success and social emotional wellness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Caaspp Testing ELA and Math	ELA was 72% in 2020, and Math was 45% in 2020	Raise ELA and Math 5% for 21-22 caaspp standardized testing
Galileo	9th grade 72%, 10th grade 71%, 11th grade 76%, and 12th 82% exceeding standards in Galileo BOY from 2020. Novato High school average was 75% in BOY Galileo.	For all grade levels to reach 75% and above for 21-22 Galileo BOY, MOY and EOY assessments.
Attendance Rates	97.5% attendance in 2020-21 (remote and hybrid)	98% attendance in 21-22 (full in person)
Graduation	95.3% in 2020	97% graduation rate in 21-22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Novato High will work with data cycles to help all students in ELD, SpEd, and socio economically disadvantaged kids to raise attendance rates, graduation and assessments scores.

Strategy/Activity

Novato High will work with staff once/month in DC meetings and Department meetings with data cycles, study D/F lists at the 6-week progress reports, and involve counselors and all staff in supporting SEL with all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Data was taken for the 3 goals in 20/21, and we will continue to monitor and track Data for 21/22.

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

N/A

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

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$7,765
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$17,515.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$7,765.00

Subtotal of additional federal funds included for this school: \$7,765.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$3,000.00
District Funded	\$0.00
General Fund	\$5,000.00
Other	\$1,750.00

Subtotal of state or local funds included for this school: \$9,750.00

Total of federal, state, and/or local funds for this school: \$17,515.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Mark Brewer	Principal
Oscar Galdamez	Other School Staff
Randall Soliz	Classroom Teacher
Sierra Carlson	Classroom Teacher
Christina Corsetti	Classroom Teacher
Brandon Righetti-Marweg	Classroom Teacher
Jayden Korinzer Andersen	Secondary Student
Zach Lee	Secondary Student
Riley Hovey	Secondary Student
Denise McIntyre	Parent or Community Member
Cinthia Angelicola	Parent or Community Member
Janice Boers	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on September 13, 2021.

Attested:

Principal, Mark Brewer on