

School Year: **2021-22**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nova Education Center	21 65417 2130045	September 23, 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 annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA 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 Hill (Marin Oaks/NOVA) community and share the experiences of students, families, and staff. In preparing for stakeholder engagement process Hill (Marin Oaks/NOVA) determined that the new goals and actions must clearly reflect the site's commitment to equity and include student voice. All meetings in 2020-2021 were held remotely, which had a positive impact on participation. To encourage participation an all call went out to invite parents and students. Direct phone calls to parents and students were made by support staff to encourage participation. Home visits were conducted to families who had displayed challenges accessing Zoom.

Meetings and Listening Sessions

All meetings were held virtually due to COVID-19 pandemic. Spanish Interpretation was made available to participants. All stakeholder input was reviewed by Hill Education Center staff (Marin Oaks/Nova) to understand the priorities of the site to guide plans for the future.

For the 2021-2022 school year all meetings will utilize a hybrid model, combining online and in-person sessions.

Hill School Site Council

Participants: Students, parents, and staff from NOVA Independent Study and Marin Oaks High School

Meeting Date: Sept. 23, 2021

Hill Student Advisory Committee

Participants: Staff and students from NOVA Independent Study and Marin Oaks High School

Meeting Date: Sept. 24, 2021

NUSD School Board Meeting/Public Hearing

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

Date: Oct. 19, 2021

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

Expand social-emotional supports and other means of correction to foster a culture of belonging

Identified Need

Based on the Youth Truth Survey results:

- Expansion of the social-emotional supports offered to students in order to help students feel a sense of belonging and increase their engagement level

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey results (Key Ratings)	18% - Engagement 92% - Relationship 82% - Culture 0 - Belonging and Peer Culture	Goal: 36% - Engagement 95% - Relationship 90% - Culture 20% - Belonging
Participation in enrichment activities (in-person)	This is the first year that NOVA will offer regular optional enrichment opportunities for students to connect with each other.	25 % of students will participate regularly in at least one (optional) activity

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 TK-12

Strategy/Activity

Provide staff development time to teachers to create regular--as well as one-time only--enrichment opportunities for students to voluntarily participate in.

Staff will be given agency to work independently, with their team members, and/or with community members to develop an expanded list of options for 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students TK-12

Strategy/Activity

With a systems-thinking lens the NOVA team will build-out and reframe independent study. TK - middle school students will have daily group interactions with their cohort aimed to build the peer culture and sense of belonging. High school students will meet weekly with their cohort to connect with peers and build relationships.

Teachers and staff will identify ways to regularly utilize group interaction time to create a sense of community through class team building and shared activities with the goal of building positive peer interactions during the regular cohort meetings.

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.

NOVA students met weekly with their teacher individually where they had the ability to build the relationship with that specific teacher. When COVID-19 restrictions were lifted students were allowed to determine if they wanted their meeting in-person or remotely. NOVA teachers monitored student data and intervened as necessary. Check-ins with teachers included both academics and

social-emotional well-being. Students who were struggling were offered counseling services as well as access to participate in learning hubs, when it was safe to do so. Most students thrived in the remote model with the focused check-in system and preferred this format to the pre-pandemic in-person model.

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

COVID-19 prevented NOVA staff from creating an in-person option of an inclusive culture. However, most students preferred to stay with the remote model, and preferred to not come on campus in-person. Students did not use the newly built student center or other on-site amenities.

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.

The structure of independent study has been modified by the state, therefore goals are shifting to incorporate the requirements of daily interaction for TK thru middle school, and weekly interaction for high school. The goal will still maintain the focus on social-emotional support and creating the culture of caring, with a reframing to offer SEL supports remotely and in-person. This hybrid method will allow students to collaborate amongst each other in a more flexible format.

Attendance will be taken daily instead of solely on work completion for TK-8 and weekly for 9-12. Enrichment activity attendance will be taken for all students, and Youth Truth Survey will be utilized aiming to see an increase in sense of belonging, peer relationships, and engagement.

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

Expand the multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students.

Identified Need

Based on student performance and other data of NOVA students, those who need support either academically and/or emotionally will be identified and additional support will be offered to them.

It is important to note that with NOVA, Data Matters results do not always reflect the current population due to the transient nature of the independent study program especially moving forward with the redesign for 2021-2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo Testing Results	Percentage of students who met/exceeded results: BOY - Reading - 55% Math - 50%	Percentage of students who will met/exceeded results: BOY - Reading - 60% Math - 55%
	MOY - Reading - 68% Math - 56%	MOY - Reading - 72% Math - 61%
	EOY - Reading - 55% Math - 52%	EOY - Reading - 60% Math - 57%
D & F List	D & F List Semester 1 D's - 7 F's - 13 Semester 2 D's - 10	Decrease D & F List by 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	F's -14	
CAASPP	Percentage of students who met/exceeded: Reading - 70% Math - 31%	Percentage of students who will meet/exceed: Reading - 75% Math - 36%
MDTP Results	Algebra 75% increased between fall and spring 25% remained the same 0% decreased Geometry 16.5% increased between fall and spring 16.5% remained the same 67% decreased	Algebra 80% will increase between fall and spring Geometry 20.5% will increased between fall and spring
Attendance Data	TK-8- New this year - shifting from work completion to daily attendance Grade 3 thru Grade 12 - 87.2%	Increase Attendance Data: 9-12 to 95% Establish Daily Attendance TK - 8 with goal of 95%

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

Strategy/Activity

Introduce the Coordination of Services Team (COST) to all stakeholders and begin to create an implementation plan.

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)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All students TK-12

Strategy/Activity

Using the data from various sources, monitor and conference with struggling students based on Attendance data, Galileo Results, the D & F list, and/or teacher SST referrals to create individualized plan of action and activate supports as needed.

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)
750	ASB

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.

Remote learning helped with student participation and attendance. The option of being online without the video on (for math) increased participation overall. Utilizing individualized strategies based on students mental health needs allowed for creative solutions that increased student success. Clear and consistent communication between the Hill Education team enabled supports to be offered efficiently when needed.

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

Additional funds were allocated to support service hours in order to maximize the services and responses that took place given the COVID-19 limitations and restriction.

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.

The entire independent study model will be redesigned beginning in 2021-2022, including the addition of serving students in TK. TK-8 will have daily attendance and meet in a remote, group setting (cohort).

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 essential learning targets and proficiency scales to build a partnership between teachers and students to create student agency

Identified Need

Based on the Youth Truth Survey results for engagement only 18% of students felt engaged in their learning. Implementing PBE (Proficiency Based Education) TK-12 will increase student agency and directly impact engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Engagement	18% - Engagement	36% - Engagement
Galileo Testing Results	See Goal #2	See Goal #2
PBE Used TK-12	Not yet implemented	Students using learning targets and proficiency-scales quarterly in goal setting with their teacher
CAASPP Scores	See Goal #2	See Goal #2
MDTP	See Goal #2	See Goal #2

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 TK-12

Strategy/Activity

Teachers will receive professional development around proficiency-based education in a remote setting in order consistently use proficiency scales and essential learning targets to work with each student.

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)
500	Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students TK-12

Strategy/Activity

Students will utilize proficiency scales and learning targets to set goals for their learning during advisory (9-12) or daily interaction (TK-8)

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-8

Strategy/Activity

Completely redesign the NOVA schedule to offer daily interaction for students in grades Tk-8 as well as synchronous learning. Students who need additional support are provided tiered support weekly during the afternoon tiered time.

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)
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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.

Implementation of proficiency scales and learning targets were paused due to remote learning. Teachers needed to focus more on immediate student needs (mental health services, remote assignments, student engagement) so the implementation plan for educating the teachers around PBE wasn't fully utilized.

Apex online learning allowed students to complete their science lab requirement, world language, and higher level math with NOVA rather than co-enrolling at College of Marin or their neighborhood school.

Many students opted out of testing for CAASPP as well as the EOY Galileo assessments. Allowing students this option negatively impacted the NOVA staff to have accurate data to analyze student success.

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

Additional funds were allocated to support service staff and teaching extra hours duty to connect and support students.

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.

A full redesign of NOVA independent study is being done as a result of remote learning.

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

Improve use of DataMatters to monitor and improve student outcomes.

Identified Need

Monitor student progress using DataMatters.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Professional development to enhance use of NUSD data management system DataMatters.

Strategy/Activity

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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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Title II Part A: Improving Teacher Quality

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

Name of Members	Role
Kessa Early	Principal
Julie Adams	Classroom Teacher
Jeff Packman	Classroom Teacher
Janice Boers	Classroom Teacher
Tracy Kreling	Other School Staff
Terrie Baum	Other School Staff
Tanya Ruano	Other School Staff
Hyla Molander Oliver	Parent or Community Member
Colleen Jordan	Parent or Community Member
Tonia Kay	
Monica Wilson	Parent or Community Member
Yoselin Giron	Secondary Student
Chris Varela	Secondary Student
Rae Parker	Secondary Student

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.

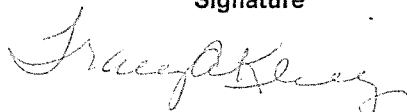
Recommendations and Assurances

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:

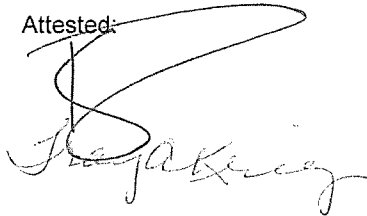
Signature	Committee or Advisory Group Name
	Other: School Site Council

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 day approved.

Attested:



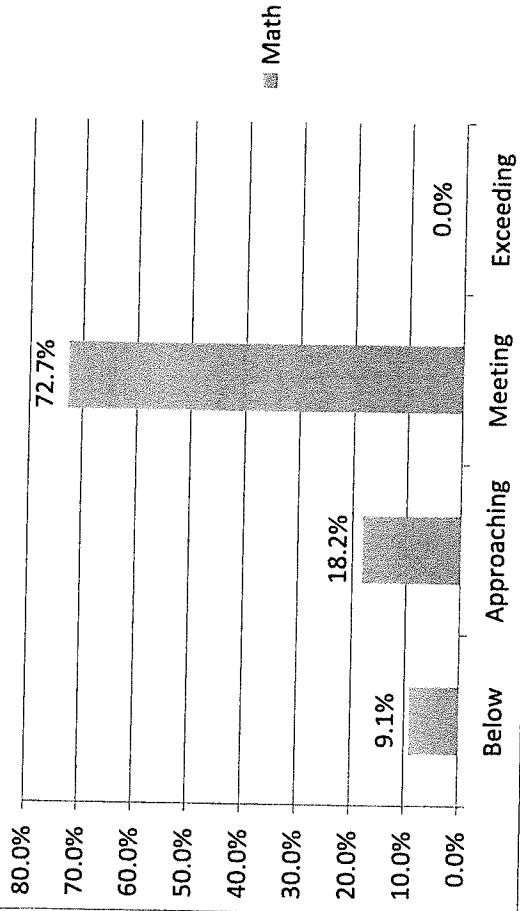
Principal, Kessa Early on 9/23/21

SSC Chairperson, Tracy Kreling on 9/23/21

NOVA Student Demographics

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment, CBEDS						
Hispanic	54	48	41	47	58	167
% Ethnicity, CBEDS						
Hispanic	19	25	19.5	34	25.9	36
Asian/Pacific Rim	4	2.08	0	0	1.7	6
African American	2	0	2.4	2	3.4	4
White	75	68.75	68.3	60	60.4	28
Other	0	4.17	9.8	4	8.6	26
Grade Levels						
Elementary	0	0	0	1	6	79
Middle	3	1	1	1	10	36
High School	51	47	40	45	42	52
% Free/Reduced Lunch	17	15	35.6	35	NA (COVID)	NA
Total students enrolled throughout the year						
English Proficiency (Spring R-30)						
% English Only	85	77	83	82.4	83.3	TBD
% English Language Learners (ELL)	.01	.02	2	0	0	TBD
% Fluent English (IFEP & RFEP)	14	.21	15	17.5	11.7	TBD
% Of Students Reclassified to FE for Year	.01	0	0	0	0	TBD
# of Students enrolled in Special ED Resource Program (RSP)	4	5	8	3	7	TBD
Graduation Rate %						
% of college bound seniors (attending junior college or vocational sch.)	93	86	79	59	92	TBD
Attendance						
% Average Daily Attendance (A.D.A.)	96.9	96.33	92	96.6	91.3	TBD
Dropout total	0	2	1	1	0	TBD

NOVA MDTP RESULTS 2020
Algebra & Geometry Combined



Budget Summary - NOVA Independent Study

Federal	Approved Budget
Title II	\$284
Total Federal provided to the school through the Consolidated Application	\$284
State and/or Local	Approved Budget
Unrestricted	\$7,170
ESSER III	\$10,352
Lottery Instructional Material	\$4,310
School Fuel Foundation	\$2,215
Parcel Tax	\$366
Total State/Local funds for this school	\$24,413
Total federal, state, and/or local funds for this school	\$24,697

