

School Year: 2022-23



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
Marin Oaks High School	21 65417 2132264	September 29, 2022	November 1, 2022

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2021-22 school year, Marin Oaks along with all other NUSD schools administered the Youth Truth Survey to students, parents and staff. Through research-based surveys age-and reading-level appropriate questions on the topics that aligned with LCAP and SPSA goals are asked to obtain stakeholder input.

Youth Truth Key ratings

- 81% - Engagement
- 74% - Relationship
- 77% - Culture
- 74% - Belonging & Peer Collaboration

Student-Staff Relationship

90% of students felt connected to at least one adult at school

Student Participation in Enrichment Courses (i.e. meditation, restorative circle, culinary, STOP music program, garden club, etc.)

- Q1 45 out of 55 students
- Q2 60 out of 67 students
- Q3 64 out of 84 students
- Q4 56 out of 76 students

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers undergo formal observations in accordance with the NUSD collective bargaining unit agreement. The principal conducts informal classroom observations throughout the school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State mandated assessments are used to monitor student achievement based on California Dashboard outcomes. Locally, students are administered the Galileo Assessment for English Language Arts and MDTP for math. These benchmark assessments are administered three times during the school year. Data from the assessments is used to create, monitor and adjust instruction to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use state and local assessment data to monitor student progress reaching expected levels of proficiency such as CAASPP, Galileo, ELPAC, MDTP, and DESSA.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Credentialed and classified staff meet ESEA highly qualified requirements.

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

All teachers receive site and/or district professional development on curriculum, instruction and assessment throughout the year. Teachers focused on proficiency based education and received support from Teacher Leaders. Based on need, and LCAP and SPSA goals professional development is offered by trained NUSD personnel or contracted specialists. In alignment with the district's equity plan, staff will be actively participating in equity training throughout the year. Satisfaction surveys are administered after each PD session to monitor effectiveness of PD to meet ongoing needs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is researched-based and aligned to CA Content Standards, student achievement/SEL data and professional needs such as Proficiency Based Education, equity training, ELD training, Trauma Informed Practice, Wellness, and PBIS (Positive Behavior Intervention Supports).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is provided by the site administrator and district staff. An MTSS Coordinator and Student Support and Wellness Coordinator provide direct support to sites and arrange for professional development based on needs. One EL Specialist supports administering ELD program for identified students. One TOSA supports teachers with access to curriculum and assessments and coordinates professional development to enhance instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The master schedule for the school has a minimum day schedule to accommodate staff collaboration for 60 minutes every Wednesday, with the principal's guidance, teachers are provided with numerous opportunities to collaborate as a whole school team and as grade levels. During these meetings, topics such as curriculum alignment, instructional strategies, standardized test preparation strategies, social emotional health of student body and ongoing issues affecting the school and district are discussed.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Materials are researched and standards-based.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

NA

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to necessary standards-based texts and technology provided to them by NUSD and the school. This is monitored by Williams Act reporting.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All texts and materials used in courses and intervention programs are standards-aligned and available to students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who receive a C- or below in a class or placed on a tutorial list. Each week students are provided additional support retake tests, complete missing assignments, redo low scored assignments, and receive 1:1 teacher support. Teachers analyze student achievement data to guide them to provide differentiated instruction, small group, one-on-one or online credit recovery programs to help students meet expected levels of proficiency.

Evidence-based educational practices to raise student achievement

Below are a few of the researched-based educational strategies employed to raise student achievement:

- Use formative assessments like Galileo and ELPA to adjust instruction and provide intervention to meet student needs
- Differentiated instruction through small group and/or one-on-one instruction
- English Language Development for emergent bilingual students using district adopted curriculum: English 3D
- Online credit recovery programs: Apex Learning
- Title I instructional support services to increase academic achievement such as 1:1 student intervention, push-in intervention supports, and daily/weekly check-ins with students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- School Community Liaison supports families by providing additional resources, translation, and assistance managing the public school system
- Mental Health Specialist focuses on building relationships with students in order to support their academic and emotional needs - Student Advocate focuses on building relationships with students in order to support their academic and emotional needs
- Advisory provides teachers and opportunity to check in problem solve (when needed) with students on their grades and credit status in order to ensure progress
- Tutorial is mandatory when students are missing assignments-students stay after school and are provided support and resources by a classroom teacher
- Students who receive a C- or below for a class, test or assignment, are offered remedial services to improve grade
- Mindfulness Techniques Instruction such as meditation and yoga
- Enrichment Classes provides students enrichment opportunities during the school day and after school such as Garden Club, meditation, culinary class, and open gym

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the development of the SPSA, usage of fundings, and the implementation of programs. Specifically, at Marin Oaks, the members of School Site Council (SSC). In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds

A contracted teacher works with students individually or in small group daily to provide academic interventions in content subject matter to help them fulfill personalized learning plans based on academic achievement data and teacher input.

Fiscal support (EPC)

Educational Partner 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. Direct phone calls to parents and students are made by support staff to encourage participation.

School Site Council consisted of 3 students, 5 parents, 3 teachers, 2 classified staff members, and 1 administrator.

For 2022-2023 meetings will be held in a hybrid format, Zoom and in-person.

School Site Council Districtwide

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

Hill School Site Council

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

Meeting Date: September 29, 2022

Hill Student Advisory Committee

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

Meeting Date: September 29, 2022

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 connection to foster a culture of belonging.

Identified Need

Discipline

Student Feedback

Lower than expected students participated in enrichment courses

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Student Data Results (Key Ratings)	2021-22 51% to 81% - Engagement 69% to 74% - Relationship 77% remained 77% - Culture 24% to 74% Belonging & Peer Collaboration	90% - Engagement 84% - Relationship 87% - Culture 84% - Belonging & Peer Collaboration
Student-Staff Relationship Survey Results	2021-22 90% of students feel connected to at least one adult	95% of students will feel connected to at least one adult
Student Participation in Enrichment Courses	2021-22 Q1 30 out of 72 students (2020-2021) / 45 out of 55 (2021-2022) Q2 25 out of 69 students (2020-2021) / 60 out of 67 (2021-2022) Q3 18 out of 70 students (2020-2021) / 64 out of 84 (2021-2022) Q4 48 out of 78 students (2020-2021) / 56 out of 76 (2021-2022)	Student participation will increase by 10% each quarter, compared to 2021-2022 students rates.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement. ELO paraeducator/student advocate will build community and create student agency on campus by being available five days a week. The student advocate will interact with students daily, offer socio-emotional support where needed, and provide students a space to feel heard and supported. Such strategies will include:

- Monitoring: chronic attendance
- Daily/Weekly student check-ins
- Support at SART/SARB meetings
- Re-engagement Plans
- Participation at SST (Student Study Team) 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)

District Funded

Centralized District Funds - ELO
paraeducator/student advocate - ELO Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Offer additional enrichment courses, such as expansion of Bridges program to three days a week and offer a certification component, STOP music program three days a week, gardening during advisory, life skills and sobriety class, Interact Club working with the Rotary, two classes of mindful meditation, etc. to expand options in order to encourage additional student engagement. This

includes offering many of the enrichment courses during advisory so students have built-in enrichment time each day.

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)
1,000	Donations
15,000	Other Haas Family Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We are committed to prioritizing our students’ social-emotional and mental health as well as their academic success. Practice belongingness for all students and continue to demonstrate mindfulness campus-wide. This includes:

- BACR school-based counseling services offered to all students
- College Club incentives for students who are demonstrating one of the district adopted 6 C's in the Graduate Profile
- weekly staff meetings centered around student concerns (COST process)
- staff development focused on equity, trauma informed practices and PBIS
- daily meditation,
- Indigo Assessment (a science-based, multi-dimensional, comprehensive tool to help students and educators gain insights through self-awareness of their behaviors) and workshops to help students have agency around who they are and what they bring to their learning

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)
15,000	Other Haas Family Grant District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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 class schedule changed to offer advisory daily. During advisory students were able to participate in enrichment classes, mandatory tutorial, counseling, and receiving support from 10,000 Degrees.

A full year of in-person learning allowed enrichment classes to resume. Students were offered a myriad of enrichment opportunities including:

- Mindfulness Meditation
- Restorative Circle
- Dirt Club (garden club)
- Culinary class: took a field trip to the farmer's market where they purchased food for a luncheon they hosted for the Rotary.
- STOP (Surviving the Odds Project) provides students an opportunity to learn music production and performing.
- The Turn: works with helping young male students or students who identify as male a safe space to discuss life choices. During the circular group discussions, students receive direct support around current issues they are facing and support to navigate through them.
- college workshop and writing workshops.

Each enrichment class had at least 10 students enrolled and some of the classes had up to 20 participants.

Bridges students participated in several field trips to places such as SRJC, COM, etc. Students participated in workshops, including successfully completing two college courses: 1. Counseling-Preparation for Job and Internship 2. Business-Entrepreneurial Mindset. Enrolling all Bridges students in the same advisory class allowed for the college class to be offered on campus and for additional support completing homework assignments.

Home visits by North Bay was a regular occurrence to check on students who were experiencing a large number of trancies.

Counseling services were offered to students who were experiencing mental health challenges. The Bay Area Community Resource counselors met with a total of 75 students and met regularly with 40 throughout the duration of the school year.

Staff used Changing Perspectives as an SEL curriculum during advisory to focus on one of the district adopted 6Cs (Character, Communicator, Contentious Learner, Culturally Competent, Collaborator, and Critical Thinker) each month. The school focuses on one of the Graduate Profile Cs each month, where students are given a lesson to understand the concept, and then at the end

of the month the staff creates a list of students who demonstrated the Graduate Profile trait in class that month and students were celebrated with a luncheon.

College Club celebrations resumed. College Club incentives for students who are demonstrating one of the district adopted 6 C's in the Graduate Profile. Incentives include a monthly treat for the students like lunch.

Marin Oaks experienced more fights than in any other year with a total of three on-campus fights. Prior to last school year, Marin Oaks experienced seven fights over the last 15 years, three of which took place last school year. The staff believes this is due to students transitioning from remote learning and learning to share space again.

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

NA

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.

Marin Oaks changed the bell schedule for 2022-23 to offer advisory four times a week in order to allow one additional day for core classes. Advisory offers students the opportunity to check in with teachers regarding missing assignments, current grades or credit status, extra credit opportunities, and general subject matter questions.

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 systems of behavioral, academic, and social-emotional support to ensure equitable outcomes for all students by clearly defining and articulating expansion plans, resources and services available for students.

Identified Need

Based on CAASPP, Galileo, MDTP and ELPAC test data, there is a need to support all learners in English and math.

Based on attendance and Youth Truth data, students' mental health concerns such as current crisis and trauma.

It's important to note that while we use metrics from NUSD's reporting platform, Data Matters the data is not always reflective of the current population due to the transient population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo	2021-22 Percentage of met/exceeded: EOY 16% to 17% (goal 21% did not meet) MOY 30% to 22% (goal 35% did not meet) BOY 38% to 15% (goal 43% did not meet)	Percentage that will meet/exceed: EOY 20% MOY 25% BOY 30%
MDTP	2021-22 Algebra Spring 4.8% Exceeded 42.9% Met 33% Approached 19% Below 2021-22 Geometry	Algebra All students will increase by 5%. Geometry All students will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0% Exceeded 25% Met 50% Approached 25% Below	
D & F list	2021-22Q2 32 Ds / 0 Fs to Q2 7 students 6 Ds / 3 Fs Q4 10 Ds / 4 Fs to Q4 12 students 13 Ds / 0 Fs	Q2 5 Ds / 0 Fs Q4 5 Ds / 0 Fs
LPAC	2021-22 27.8% moderately/well developed	Students will meet individual goals of growth
CAASPP	2021-22 ELA: 12% met/exceeded - ELA to 18% met/exceeded (met goal of increasing to at least 17%) Math: 3% met/exceeded	23% - ELA 10% -Math
Attendance	2021-22 90.8%	Overall student attendance will increase by 4% tot 94.8%

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

Implement COST (Coordination of Services Team) to create a plan to properly serve students who need additional support. A Coordination of Services Team (COST) constitutes a strategy for managing and integrating various learning supports and resources for students such as school based counseling, daily/weekly check-ins, Student Study Team Meetings, and academic intervention. COST teams identify and address student needs to ensure that the overall system of supports works together effectively. The academic counselor is serving as the COST coordinator and plans to speak with staff weekly during the student concern/check-in portion of the staff meeting.

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)

200

Source(s)

Title II Part A: Improving Teacher Quality

PD & teacher release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, with a focus on students who need additional support.

Strategy/Activity

Develop and implement systems for continual improvement: The Marin Oaks community will continually use data to ensure that resources are used efficiently and equitably to improve student learning through the expansion of a multi-tiered system of behavioral, academic and social-emotional support to maximize resources and ensure sufficient support to all students to include:

The new position of student advocate will focus on building relationships with students and help to support students experiencing challenges in school and/or home using the Expanded Learning Opportunity para funds.

The data specialist/intervention position, which is a new position at Marin Oaks, will use local reading and math assessment data such as Fountas and Pinnell, MDTP, and Galileo and current grades in order to determine intervention needs and supports for services. Students who are below grade level will receive targeted intervention support weekly.

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

Centralized District Funds - ELO
paraeducator/advocate - ELO Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to modify and execute Tier 1 and Tier 2 supports for identified students in need to provide equitable outcomes for all. Staff will audit the existing systems of support such as data collection, intervention, and social-emotional learning programs, using a variety of data to determine the current state of the system and identify equity gaps and opportunities to improve.

The MTSS team will develop priorities around ELA/SLA, math, ELD, and social-emotional learning and an implementation plan to address needs at Tiers 1-3.

As we identify students who need additional SEL, ELA, SLA, or math support, intervention teachers will provide Tier 2 support. Students who require additional support will be identified for Tier 3 interventions such as counseling, mentorship, or Special Education services.

Including enrichment and support services such as mandatory tutorial, ELD high impact strategies, revised bell schedule, advisory, Bridges expansion, and positive behavior referrals.

Data Specialist will effectively collect appropriate data to increase academic achievement in math and ELA/SLA and provide staff with professional development to support data collection and balanced instructional programs.

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)
13,525	Title I Academic Student Support
30,000	Other Haas Bridges Grant District Funded Centralized District Funds - Data Specialist

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners/Emergent Bilinguals

Strategy/Activity

English learners/Emergent Bilinguals will be enrolled in at least one English development support.

Teachers will use evidence based strategies, actions, and services, as well as the district adopted curriculum in order to reach learning outcomes.

Teachers have integrated ELD standards in daily lessons and integrate vocabulary words into cross-curricular lessons to support student understanding.

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: 2021-22

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.

Students attended tutorial, but work completion during advisory/tutorial was low, resulting in more Ds and Fs than in years past. More students received Ds or Fs, despite great efforts by all staff to help supplement learning and support students.

Student attendance decreased, resulting in a high truancy rate due to COVID.

Emergent bilinguals required additional support to improve Lexile reading levels.

Math proficiency continued to be a challenge.

**It is important to note that there is currently no way to retrieve accurate data for the entire school due to the transient population. Data Matters provides helpful assistance, but is not accurate because the data follows each student from their previous school site. In addition, Marin Oaks often only serves students for less than one year so it is challenging to collect data that is relevant.

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

NA

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 class schedule changed to offer advisory four times a week in order to help provide students with additional support if they are on tutorial to help raise their grades to C or above, work on credit recovery assignments, community service, and participate in enrichment courses and give one additional day of being in the core classes.

The district hired a Data Specialist/Intervention teacher who will provide targeted intervention support and gather data to tell a data story in order to monitor student success. The ELO para works directly with the data specialist to provide the additional student support.

Data will be tracked by individual growth, rather than as an overall percentage.

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 Proficiency Based Education (PBE) to build a partnership between staff and students in order to provide equitable learning outcomes, increase academic growth, proficiency, and student agency.

A proficiency scale represents a progression of learning goals with three levels of difficulty: 1) the target (level 3.0) content; 2) the simpler (level 2.0) content; and 3) the more complex (level 4.0) content. Learning targets are statements of the knowledge and skills students need to demonstrate mastery of a standard. They are derived directly from state or national academic standards and identify what students should know and be able to do by the end of a grade or course.

NUSD has selected 11-15 essential standards for each grade level/subject. Essential Standards are "a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year to be prepared for the standards at the next grade level or course."

Identified Need

Due to COVID illnesses the school experienced:

- a challenge in implementing PBE
- more teacher absences
- frequent student absences resulting in fewer credits earned
- challenges with students transitioning back to in-person learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credits Earned	2021-22 60% of students earned the required 18 credits during 4th quarter	Increase from 60% to 70%
D & F List	2021-22 Q2 32 Ds / 0 Fs to Q2 7 students 6 Ds / 3 Fs	Q2 5 Ds / 0 Fs Q4 5 Ds / 0 Fs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Q4 10 Ds / 4 Fs to Q4 12 students 13 Ds / 0 Fs	
CAASPP	2021-22 12% met/exceeded - ELA	Individual growth
Galileo	2021-22 Percentage of met/exceeded: EOY 16% to 17% (goal 21% did not meet) MOY 30% to 22% (goal 35% did not meet) BOY 38% to 15% (goal 43% did not meet) *Important to note that data pulled for overall school is inaccurate and should not be used for comparison data.	Percentage that will meet/exceed: EOY 20% MOY 25% BOY 30% *Individual growth will be monitored
Bridges Completion Rate	2021-22 100%	100%
MDTP	2021-22 Algebra Spring 4.8% Exceeded 42.9% Met 33% Approached 19% Below Geometry 0% Exceeded 25% Met 50% Approached 25% Below	Algebra All students will increase by 5%. Geometry All students will increase by 5%.

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 enrolled in Marin Oaks.

Strategy/Activity

Continue to use the district-wide Learning Targets and Proficiency Scales.

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

Strategy/Activity

Seek alternative methods of assessment (i.e. oral proficiency and product design) to offer students an opportunity to demonstrate proficiency.
Meet with the data specialist to assess reading and math levels and participate in intervention support 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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will work with their core subject teachers and advisory teacher to create educational goals based on learning targets and proficiency scales in core subjects in the fall and monitor throughout the school year to determine growth/next steps.

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 4

Students to be Served by this Strategy/Activity

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

All students enrolled

Strategy/Activity

Use redesigned learning schedule that includes daily advisory (except Wednesdays) to ensure students have built-in time to complete assignments and receive tutorial support in all subject areas.

A full time Data Specialist/Intervention teacher will work with students 1:1 or in small group settings five days a week based on teacher input and select data such as attendance, grades, behavior, and credits.

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 Centralized District Funds - Data Specialist - LCFF Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students enrolled in Bridges (sections 1 and 2) and Culinary Academy.

Strategy/Activity

Expand the Bridges course to include additional College of Marin class offerings and redesign the Culinary Academy to enable students to earn certifications and CTE units. The course will meet two days a week to meet this goal. College of Marin will offer a business course for Bridges 2 students and a counseling 101 course to Bridges 1 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)
30,000	Other Haas Family Grant
1,145	District Funded Centralized District Funds - CTE Culinary Academy - CTE Donations Support CTE program

Annual Review

SPSA Year Reviewed: 2021-22

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.

Approximately 25 % of staff implemented PBE. While some Marin Oaks teachers have a clear understanding on how to successfully implement PBE, there are other teachers who will need additional training and support in order to have a deeper level of understanding.

Teachers focused on creating alternative and creative lessons to encourage student engagement, while still in alignment with standards such:

- Teachers used culturally relevant teaching practices to build learning partnerships with students. Difference were valued and explicitly promoted.
- Teachers used their knowledge of students' interests to plan and contextualize learning experiences so that learning is relevant and meaningful.
- Teachers used a wide variety of assessment data both formal and informal, to help assess and differentiate instruction for each learner.

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

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 utilize the Data Specialist to provide data and interventions to support learning and academic growth throughout the school year. Growth will be monitored through data cycles throughout each academic quarter.

We will calendar dates for calibration of learning targets and proficiency scales, as well as provide time during staff meetings to discuss utilization of PBE and common agreements/expectations.

Our community will monitor/audit implementation and progress each quarter and discuss.

With the additional funds for an ELO para the school plans to utilize these funds for a student advocate position/support service provider for the data specialist to work with students individually as a proactive approach to tiered support. This ELO para/student advocate connects with students, helps them to feel safe, and encourages them to have a sense of agency in order to create a culture of belonging.

We ensure routine collaboration and training with our equity partners to ensure equitable outcomes for all students.

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, time bound data cycles to monitor and improve student outcomes.

Goal 4

Enhance the accuracy of collecting, recording and analyzing academic, attendance, and behavior data to be utilized within the data cycle process to improve system effectiveness, identify areas of academic strength and growth, and to ensure equitable outcomes for all students.

Identified Need

Improve student academic and behavioral outcomes.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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)

Using Data Matters, the Data Specialist will collect, record, and analyze academic, behavior, and attendance data to be utilized within the data cycle process to ensure clearly identified academic strengths and areas of growth, as well as acquiring knowledge and skills of the graduate profile. The data collected from this process will be utilized, along with teacher input, to provide intervention and other services that meet the needs of individualized students.

Provide staff with professional development to support data collection and balanced instructional programs.

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

PD

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
- 2 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
Marianne Gates	Other School Staff
Hyla Molander Oliver	Parent or Community Member
Colleen Jordan	Parent or Community Member
Tonia Kay	Parent or Community Member
Monica Wilson	Parent or Community Member
Adriana Cervantes	Secondary Student
Stephanie Rosales	Secondary Student
Favio Plascencia	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

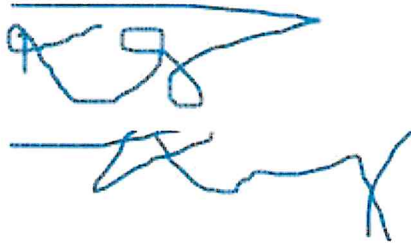
Committee or Advisory Group Name

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 9/29/22.

Attested:



Principal, Kessa Early on 9/29/22

SSC Chairperson, Tracy Kreling on 9/29/22

Budget Summary - Marin Oaks 2022-23

Federal	Approved Budget
Title I	\$13,525
Title II	\$410
Funds provided to the school through the Consolidated Application	\$13,935

State and/or Local	Approved Budget
Unrestricted	\$9,322
Lottery Instructional Material	\$2,305
Parcel Tax	\$507
General Donation	\$2,145
Peter Haas Family Fund	\$90,000
Total	\$117,804

Total federal, state, and/or local funds for this school	\$131,739
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