

School Year:



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
Nova Education Center	21 65417 2130045	September 29, 2022	November 1, 2022

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. All meetings in 2021-2022 were held via a hybrid manner, members could choose to attend in person or online, which had a positive impact on participation. To encourage participation an "all call" went out to invite parents and students. Parents and students were invited to participate as BackTo School event as well as through the school newsletter. Direct phone calls to parents and students were made by support staff to encourage participation. Teachers and Staff were asked to participate during a staff meeting in the beginning of the school year.

Meetings and Listening Sessions

All meetings were held in a hybrid model, options given for attending in-person or online due to the COVID-19 pandemic. Spanish Interpretation made available to participants. All stakeholder input reviewed by Hill Education Center staff (Marin Oaks/Nova) to understand the priorities of the site to guide plans for the future.

For the 2022-2023 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. 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 such as counseling, assessment and other means of positive behavioral correction to foster a culture of belonging.

Identified Need

Based on the 2021-2022 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
- Expansion of opportunities for students to feel connected with each other and school to increase a sense of belonging

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 -Youth Truth Survey results (Key Ratings)	<p>2021-2022 Youth Truth Survey results</p> <p>High School Students (9-12)</p> <p>71% - Engagement</p> <p>84% - Relationships</p> <p>94% - Culture</p> <p>5% - Belonging and Peer Culture</p> <p>Middle School Students (6-8)</p> <p>54% - Engagement</p> <p>96% - Relationships</p> <p>95% - Culture</p> <p>4% - Belonging and Peer Culture</p> <p>Elementary School Students (3-5)</p> <p>0% - Engagement</p> <p>28% - Relationships</p> <p>97% - Culture</p> <p>99% - Belonging and Peer Culture</p>	<p>2022-2023 NOVA Goal:</p> <p>High School</p> <p>Increase each category by 10%, with the exception of culture which the goal would be to increase 5%</p> <p>Middle School</p> <p>Increase each category by 10%, with the exception of culture which the goal would be to increase 5%</p> <p>Elementary School</p> <p>Increase each category by 10%, with the exception of culture which the goal would be to stay the same or increase from 97% and belonging which would be to stay the same or increase to 100%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in enrichment activities (in-person)	60% of elementary students took part in at least one optional activity 13% of middle school participated in at least one optional enrichment activity	Increase the participation in at least one optional activity during the year by 10% in each category.

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

When a student is identified by teacher through the Independent Study Tiered Support System, the SST (Student Study Team) process, and or by parent/student student as needing emotional support, NOVA students can access counseling services in-person or remotely, and or work with their teacher or other staff for extra support.

Utilize basic pieces of PBIS (Positive Behavioral Intervention System) Tier 1, Tier 2, and Tier 3 interventions with students as appropriate.

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 - teacher, counselor
	District Funded
	Centralized District Funds Bay Area Community Resources (BACR) counseling services - LCFF Supplemental
	District Funded

Centralized District Funds - PD on Positive Behavior Interventions and Support (PBIS) - MHSSA Grant and Educator Effectiveness Grant

District Funded

Centralized District Funds - Para educator - 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

Teachers will continue to weave social-emotional strategies, such as lessons from Changing Perspectives, meditation, mindfulness, and breathe work in their interactions with students during direct instruction (grades 1 -12) and community time (grades 1 - 8) to support students emotional intelligence. The NOVA 6-12 Newsletter sent out weekly, features opportunities for students to connect with other students, options for academic support as well as strategies and resources for managing social-emotional concerns such as anxiety and stress. Teacher led tiered support may include interventions such as:group intervention, group enrichment, mindfulness training, coping strategies workshop, garden club time, academic workshops, etc.

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)

2500

Source(s)

ESSER III

Student support workshops and social-emotional curriculum/activities,

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

Teachers will be given staff development time to create regular individual and group lessons on the topic of wellness. Additionally, teachers are given time to discuss and create recurring and or one-time only enrichment opportunities, such as a bookclub, D and D club, in-person work sessions, and in-person STEAM Fridays for students to voluntarily participate in to increase a sense of belonging.

A community garden where students are encouraged personalize a decorated rock to "leave their imprint" in order to support connectivity and belonging. NOVA grades 1-5 will establish

opportunities for in-person activities on campus (STEM Friday's), as well as online group events that will help students create community to increase belonging.

Teachers and staff will continue to identify ways to regularly utilize the elementary and middle school group community 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)
400	ESSER III
	Enrichment and community building activities.

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.

NOVA expanded 215% for the 2021-2022 school year and was predominately remote. While a few high school students continued their one to one meetings with their teacher in-person, the vast majority attended online.. Using the new model for TK-8 students had both daily instruction as well as daily peer interaction (Community Circle). In the high school model weekly community time (Community Circle) was added to students weekly commitment. Community Circle was a time for teachers to build relationships with the students and help them connect in a positive wya with each other, which was important coming out of COVID isolation and in an independent study learning environment. Teachers used a variety of ways to incorporate social-emotional learning in their Community Circles, which included, meditation time, stress management techniques, time management support, lessons from Changing Perspectives (social-emotional curriculum), Brain Gym, and breath work.

NOVA teachers reviewed work completion and attendance data, made observational notes, and listened to student voice to tailor some of the social-emotional activities to align with the needs of the students in their community circles. NOVA teachers saw many students choosing to attend online due to in-person experiences with bullying issues or issues with peer relationships after the pandemic. Middle School teachers found students to struggle with appropriate ways to connect with each other, such as in the chat features available on Zoom and within the Google Suite. Time was dedicated in the Community Circle to address relationships to support lfbuilding relational capacity by providing opportunites for students to connect with each other in appropriate ways (partner/team

activities, group work, and self-reflection activities). Additionally, a system of tiered support was implemented to intervene when students weren't doing well academically and or weren't showing up for their required online class sessions. Part of the tiered support for Independent Study was meeting with students, their parent/guardian and at times an administrator to determine what additional support was needed to help students be successful in the independent study model. Support, such as creating a daily structure calendar, setting alarms as reminders, teaching students and parents how to access Google Classroom/Aeries, and arranging individual and or group support time options were given as appropriate.

Additional counseling support was brought to campus to allow more students to access services, whether in crisis or in need of more consistent support to work through on-going issues. Students who were solely remote were able to access counseling via Zoom. Twenty NOVA students accessed counseling services in the 2021-2022 school year.

Enrichment activities were also offered in person and online to support students social-emotional needs. Art classes, homework club, an elementary Spanish class, a middle school student led social justice group (that worked to educate their peers on the topic of homelessness and creating ways to support students of Marin experiencing housing insecurity), and the "Voices" group, (an opt-in middle school group aimed at building community and helping them develop their voices through sharing their stories, learning about introspection, expression and communication) were some of the opportunities students participated in during 2021-2022.

Programs such as StopIt (for bullying reporting) and iBoss (a district-wide computer program that flags and alerts the administrator of any student who types certain high risk words or phrases such as suicide, kill, die etc. on their district issued chrombooks) has enabled administration to intervene in situations that had an impact on students social-emotional well-being quickly, to help students get support needed to move forward. Teachers were quick to respond and report inappropriate chat feature situations in Google to prevent further problems, and to help students resolve and move forward in a prosocial way.

In the 2021-2022 Youth Truth Survey data for grades 9-12, "Engagement" increased from 18% to 71%, "Culture" responses increased from 82% to 94%, and "Belonging" increased from 0% to 5%. Conversely, "Relationships" decreased from 92% to 84%. This could be due to the timing of the survey in proximity to mid-January, when NOVA enrolled a large number of Interdistrict Transfer high school students after their district discontinued their online independent study program.

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

The growth in the program due to AB130 (a state bill requiring all districts in California to offer students with an online/remote schooling option for the 2021-2022 school year) was substantial. Resources from the Hill Education Center, grant funding, district funding for counseling and ELO district funding were used to provide support to NOVA students and staff. This allowed NOVA to increase social emotional offerings for our growing population. A grant from MCOE through the Dedication Through Special Education paid for the licenses and support from Changing Perspectives curriculum. Still many students didn't utilize all resources available to them because they didn't want them or didn't want to come in-person.

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 was by modified by the state for the 2021-2022 school which expired for the 2022-2023 school year. 2022-2023 NOVA is offering independent study for elementary students grade 1-5 and secondary students grade 6-12. Elementary students meet with their teacher daily for instruction as well as daily community time. Middle school students meet one on one with their teachers weekly and participate in daily community time, and high school students have resumed the traditional independent study model of one hour with their teacher weekly. NOVA enrollment has decreased drastically as many students have returned to in person learning. This year, the goal will still be to maintain a focus on social-emotional support and creating the culture of caring, and continue to offer SEL supports remotely and in-person. This hybrid method will allow students to collaborate with each other in a more flexible format.

In 2021-2022 Attendance was 94.5% for elementary students, 84.05% for middle school students and 90.63% for high school students. For 2022-2023, attendance will continue to be based on work completion for grades 1-12. Teachers monitor student attendance for grades 1-5 in both daily interaction and daily community time, and the daily interaction for grades 6-8. As with missed weekly meetings for grades 6-12, absences from any assigned meeting or interaction triggers the start of tiered support. Tiered support interventions are also used when students appear to not be thriving in the independent study model. The 2022-2023 Youth Truth Survey will be utilized to see if we will see an increase in sense of belonging, peer relationships, and engagement.

The district has hired a wellness coordinator which will impact the support that teachers and our school will have to provide resources and programs moving forward. PBIS (Positive Behavioral Interventions and Support) work district wide will allow for us to practice the social-emotional supports and strategies we are using as well as plan for additional resources as needed for the 2023-2024 year.

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. Utilize the new position of Data Specialist to support academic intervention.

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.

NUSD created a data analysis system to pull and analyze data called Data Matters. NOVA data is pulled from Data Matters in a similar maner as all other NUSD schools, therefore, It is important to note that with NOVA, due to the transient nature of independent study, the results do not always reflect the current population. Which makes it difficult. Working with Galileo Benchmark data, current grades and current attendance data is a more efficient way to address the needs of the students we are currently serving.

Last years data reflects students who were previously not considered appropriate for independent study. With the 2021-2022 addition of Assembly Bill AB130, changes were made to Independent study. All school districts were required to offer an independent study as an educational option for all students, even those that might not have been the best fit for an independent model. Students could enroll in independent study for as long as they wanted and could return to in-person learning when they were ready. This created major changes and fluctuations in the data from years prior. Moving forward, the model is reverting back to the pre-AB130 model for high school, whereas, the middle school model students will have 1 to 1 weekly instruction and will continue with daily interaction (community time), while the elementary model will continue daily instruction and daily community time for students grades 1-5. The major growth seen last year has reduced in our elementary and middle school as more students have returned to in-person learning.

This year the will focus be to support the learning loss experienced by our NOVA students from the pandemic. Math instruction this year is not utilizing the APEX tutorial platform, instead lessons from Big Ideas math book are being given with additional engaging math supplemental curriculum such as an online gamified math program to help students gain mastery of the mathematical concepts. Students also can attend a math group weekly for addiitional support. Middle school students are required to attend daily interaction/check-ins with their teacher for middle school students which gives teachers and students the opportunity to connect on extra support if necessary. All students will have access to math intervention through the Data Specialist role as well as directly from teachers as determined by the math scores on Galileo for grades 1-8, MDPT for grades 9-12, current class work, and last years test scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo Math and ELA Benchmark Results	Percentage of students who met/exceeded results:	Increase individual scores by 5% in each of the categories.
	Elementary:	Increase Elementary EOY Math and ELA scores by 5% from their BOY scores
	BOY - Reading - 64% Math - 54%	
	MOY - Reading - 66% Math - 67%	Increase Middle School EOY Math and ELA scores by 5% from their BOY scores
	EOY - Reading - 70% Math - 58%	Increase High School EOY ELA scores by 5% from BOY scores
	Middle School:	Increase High School MDTP EOY Math scores by 5% from BOY scored
	Reading - 60% Math - 44%	
	MOY - Reading - 64% Math - 40%	
	EOY - Reading - 58% Math - 58%	
	High School:	
BOY - Reading - 57%		
MOY - Reading - 64%		
EOY - Reading - 59%		
D & F List	D & F List Middle School	Decrease D & F List by 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Of the 61 students enrolled during the year, 90 classes were D or F's. Students take 6 classes thus out of the 366 classes, 90 were D's/F's. 26%</p> <p>High School Of the 83 students enrolled, 49 out of 479 class grades were D's and F's = 10 %</p>	
CAASPP	<p>Percentage of students who met/exceeded: Elementary: Reading - 47% Math - 21%</p> <p>Middle: Reading - 55% Math - 36%</p> <p>High: Reading - 50% Math - 10%</p>	Students will increase individual score in each student scores by 5%
MDTP	<p>Algebra 1 Fall: 44% met/exceeded Sp: 100% met/exceeded</p> <p>Geometry Fall: 60% met/exceeded Sp: 0% met/exceeded</p>	<p>Algebra scores will increase by 5 %</p> <p>Geometry scores will increase by 5%</p>
Attendance	<p>NOVA attendance is based on work completion. Grade TK - 5 - 94% Grade 6-8 - 84.05% Grade 9 - 12 - 90.63%</p>	Increase Attendance Data by 3%
NOVA High School - A - G requirements grades 9 -12	46% of students (9-12) were on track to graduate (38/83)	Increase number of students (9-12) on track to graduate to 65%

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

The NOVA (Hill Education Center) COST - Coordination of Services Team will work with teachers and staff to help identify and address student needs and work to create a system of support for them as necessary. The COST team will manage, track and integrate learning supports (i.e. one on one subject specific help or remediation, subject specific intervention group work, etc.) as well as local and online assistance for students as indicated by student needs. The data specialist and the academic counselor will provide individualized data for each student through the COST process in order to increase academic achievement and social-emotional well-being. Remedial academic intervention in math and reading will be provided as a result of the COST process as will referrals for social emotional support or outreach if required.

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 - COST Coordinator
	District Funded
	Centralized District Funds - Data Specialist - LCFF Supplemental
	District Funded
	Teachers - Support COST process
	District Funded
	Centralized District Funds - para-educator to support COST process - ELO Grant
	District Funded
	Centralized District Funds - Bay Area Community Resources Counseling Services - LCFF Supplemental
398	Title II Part A: Improving Teacher Quality

Professional development for COST and discussion of resources COST could provide in Independent Study Setting

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

The NOVA (Hill Education Center) COST team will utilize attendance data, Galileo and MDTP scores, the D & F list, A-G rates, and/or teacher SST referrals to create individualized plan of action and activate supports as needed. The Data Specialist will provide student achievement data on a regular data cycle and will share with staff. Utilize the Data Specialist position to help provide and or support academic intervention. Instructional strategies and resources as result of COST recommendation will be determined as needed to address individual student concerns. Math intervention, reading groups, in-person work time, individual or group counseling are some examples of interventions which could be used..

Note: The A-G rate the students who are on a reduced credit track (Foster Care - AB 167, Homeless - AB 1806, Juvenile Court - AB 2306 and Newcomers) appear as "not on track" for A-G graduation requirements.

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

District Funded

Centralized District Funds - Data Specialist

District Funded

Counselor - COST Coordinator

Lottery: Instructional Materials

Engaging curriculum and supports - math - Teachers Dungeon, EL supports,

District Funded

Imagine Learning, Math Expressions

District Funded

ELD Support and Instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

English Language students are enrolled in remote designated EL support with a teacher for two and a half hours per week. The Data Specialist will perform a comprehensive needs assessment of the academic performance and language development for EL students. Upon analyzing the results, the Data Specialist will use Kate Kinsella's research based strategies, such as academic vocabulary instruction, to work with students designated as at risk or not meeting state standards in small groups

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: 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 option of remote learning as dictated by AB 130 allowed for more students to access independent study. Students who traditionally did not qualify for Independent Study were given access, even if it was not the best fit for them academically if their family wanted/needed remote learning due to circumstances related to COVID-19 and in-person learning. For many students TK-8, the daily class instruction and daily interaction allowed enough support for them to do well in the online environment. Added tiered support was used to support individuals and or groups of students needing more help in areas such as math and reading. A para educator, as well as individual teachers, supported upper elementary students with homework. Middle school and high school teachers worked with students who needed extra support based on individual and group needs. English learner students received 60 minutes a day designated ELD instruction. At the middle school level additional support was offered for math, though the system of math and science did not appear to work for middle school students. Utilizing individualized strategies based on students mental health needs allowed for creative solutions, such as incorporating mindfulness, meditation, Brain Gym, time management skills, allowing students with anxiety to respond in chat rather than out loud, etc. helped increased student success. Clear and consistent communication between the Hill Education team enabled supports to be offered efficiently when needed.

As the Independent Study model shift happened late in the summer, there were factors that were being developed as needs arose. Many systems were impacted by the shift due to AB130 and it took time to get them all working smoothly.

NOVA students were able to meet some of their Galileo benchmark goals. In middle school math and science, the APEX online platform used was not engaging. Despite the teacher providing additional opportunities daily for extra math/science support only a few students attended, therefore, many middle school students were not able to make gains.

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 maximize services and remediate pandemic related learning loss that occurred from the COVID-19 restrictions. Expanded Learning Opportunity (ELO) funds were used to fund a part-time paraeducator.

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 requirements in Assembly Bill AB 130 which required all districts to offer independent study to any student as an educational option expired after the 2021-2022 school year. Many students returned back to in-person learning both during and at the end of the 2021-2022 school year. For the 2022-2023 school year the elementary school model kept the daily interaction and daily instruction, with all students 1st - 5th grade with the same elementary teacher. The middle school students meet one hour weekly and requires students to attend a daily group check in, while high school stayed with the pre AB 130 structure of meeting with their teacher weekly for an hour. High school students enrolled in Algebra 1 or Geometry have two additional weekly hours of direct instruction for their math class. Adding check-in time as well as designated math support into the day will be implemented for the middle school this year. Using Big Ideas math curriculum, utilizing the gamified engaging online math program, as well using one of the NOVA teachers to teach the NOVA high school math classes will provide a stronger independent study math program. The COST team is in effect and will support students. The new Data Specialist will identify and support students who are struggling academically and will provide additional intervention.

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 71% of high school students, 54% of middle school students and none of the elementary students (3-5) reported feeling engaged in their learning. Implementing PBE (Proficiency Based Education) with fidelity for grades 1-12 will help increase student agency. Through the use of proficiency scales, students will know what the the learning targets and outcomes are upfront, giving students more voice and choice in how they demonstrate mastery.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Engagement	High School - Engagement: 71%	High School - Engagement: 80%
	Middle School- Engagement: 54%	Middle School- Engagement: 65%
	Elementary School (3-5)- Engagement: 0%	Elementary School (3-5) - Engagement:30%
Galileo Testing Results	Percentage of students who met/exceeded results:	Increase individual scores by 5% in each of the categories.
	Elementary:	
	BOY - Reading - 64% Math - 54%	
	MOY - Reading - 66% Math - 67%	
	EOY -	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Reading - 70% Math - 58%</p> <p>Middle School:</p> <p>Reading - 60% Math - 44%</p> <p>MOY - Reading - 64% Math - 40%</p> <p>EOY - Reading - 58% Math - 58%</p> <p>High School:</p> <p>BOY - Reading - 57%</p> <p>MOY - Reading - 64%</p> <p>EOY - Reading - 59%</p>	
PBE Used 1-12	50% of teachers used learning targets and proficiency-scales quarterly in goal setting with their students	70% of teachers will use learning targets and proficiency-scales quarterly in goal setting with their students
CAASPP Scores	<p>CAASPP Percentage of students who met/exceeded:</p> <p>Elementary: Reading - 47% Math - 21%</p> <p>Middle: Reading - 55% Math - % 36%</p> <p>High: Reading - 50% Math - 10%</p>	Increase individual scores by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MDTP	MDTP Algebra 1 Fall: 44% met/exceeded Sp: 100% met/exceeded Geometry Fall: 60% met/exceeded Sp: 0% met/exceeded	Algebra 1 scores will increase by 5 % Geometry scores 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

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)
200	Title II Part A: Improving Teacher Quality Professional Development.

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

Students will use learning targets with proficiency scales to increase agency in their learning. All students are able to demonstrate mastery in multiple ways based on learning targets and proficiency scales. Students will utilize proficiency scales and learning targets routinely to set goals for their learning during their 1 to 1 teacher meetings (6 -12) or daily instruction (1 - 5) with the teacher. Students who are unable to demonstrate mastery will be given support or materials to help

achieve at least a level 2 on a proficiency scale - "at least partial understanding of skill or task" and given opportunities to demonstrate mastery when able.

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 - Teacher Leader Team member stipend - California School Leadership Academy (CSLA) 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

The NOVA/Hill Education teachers and staff in the Proficiency Based Education Committee meet monthly to discuss and plan site specific PBE professional development needs . The team will lead professional development bi-monthly at staff meetings to discuss and calibrate the learning targets and proficiency scales. In addition, the PBE Committee is working on specifics for how PBE best fits with alternative education, teachers will share best practices and set goals for using Proficiency Scales and Learning targets with their independent study 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)
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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.

The implementation of proficiency scales and learning targets in every subject has been difficult in the independent study model. High school teachers have one hour of seat time with students weekly, which limits the students opportunity to show mastery informally. The middle school and elementary teachers implemented learning targets and proficiency scales with mixed levels of

fidelity, in part because adjusting to the unique dynamics of independent study .Last year, with the changes to independent study and the challenges for students emerging from the pandemic, teachers focused more on immediate student needs (mental health services, remote assignments, student engagement) and adjusting to the independent study model in general, which made it more difficult for teachers fully implement PBE.

Apex online learning allowed high school 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. The Apex model used for middle school students in 2021-2022 in Math and Science was not effective, thus, will not be used in the 2022-2023 school year.

Some students opted out of testing for CAASPP as well as the Galileo assessments. This, as well as the transient nature of NOVA, especially during the 2021-2022 school year, has negatively impacted the ability to have accurate data to review and analyze student success and growth.

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 staff and teaching extra duty hours 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 was done at the expiration of AB 130, many of the changes were returned to the pre-AB 130 format, causing changes to the structure yet again. Last year, learning targets and proficiency scales were not used as consistently as hoped due to the unique needs of students enrolled during the year. This year, the goal is to utilize them more consistently among teachers and have students use proficiency scales at least one time per quarter.

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

Create custom DataMatters queries that will be more effective in monitoring and improving current student growth and ensure equitable outcomes. Once created the Data Specialist and staff will meet during monthly staff meeting and use an equity lens analyze to set measurable goals to monitor academic intervention efforts for all students.

Identified Need

The site Data Specialist will monitor current student progress using alternative queries and reports in DataMatters, as well as and provide intervention as determined by the data to close the achievement gap, and mitigate learning loss from COVID-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo	<p>Elementary:</p> <p>BOY - Reading - 64% Math - 54%</p> <p>MOY - Reading - 66% Math - 67%</p> <p>EOY - Reading - 70% Math - 58%</p> <p>Middle School:</p> <p>Reading - 60% Math - 44%</p> <p>MOY - Reading - 64% Math - 40%</p> <p>EOY -</p>	Students scores will increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Testing	<p>Reading - 58% Math - 58%</p> <p>High School: BOY - Reading - 57%</p> <p>MOY - Reading - 64%</p> <p>EOY - Reading - 59%</p>	<p>Students will increase individual score in each student scores by 5%</p>
D and F List	<p>Middle School Of the 61 students enrolled during the year, 90 classes were D or F's.</p> <p>Students take 6 classes thus out of the 366 classes, 90 were D's/F's. 26%</p> <p>High School Of the 83 students enrolled, 49 out of 479 class grades were D's and F's = 10 %</p>	<p>Decrease D & F List by 15%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MDTP Scores	MDTP Algebra 1 Fall: 44% met/exceeded Sp: 100% met/exceeded Geometry Fall: 60% met/exceeded Sp: 0% met/exceeded	Algebra scores will increase by 5 % Geometry scores will increase by 5%
A-G rates - on track for graduation 9-12	46% of students (9-12) were on track to graduate (38/83)	Increase number of students (9-12) on track to graduate to 65%

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

Professional development to enhance use of NUSD data management system DataMatters to. Data specialist will work with staff to determining the best way to gather data from DataMatter that measures growth for all current students. Focus with the data will be on equity to ensure that all students are able to access the curriculum, and those who are struggling get the support and resources needed to show academic progress and growth. Specific attention will be given to math and reading levels for all students with targeted intervention given 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 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

As a staff we will enhance the accuracy of collecting, recording and analyzing academic and behavior data to identify students whom are struggling and provide information to staff. Staff and Data Specialist will employ intervention techniques to support 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)
	District Funded
	Data Specialist
4843	ESSER III
	Academic support - for intervention - extra math intervention, workshops such as writing workshop, reading support
500	Lottery: Instructional Materials
	Curriculum to support intervention as needed - such as: Teachers Dungeon, Read A-Z

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.

This is a new goal for NOVA this year.

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

This is a new goal for NOVA this 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.

N/A

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
- 4 Other School Staff
- 6 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Kessa Early	Principal
Jennifer Russell	Other School Staff
Gabe Lund	Classroom Teacher
Amy Ferhart	Classroom Teacher
Tracy Kreling	Other School Staff
Mariane Gates	Other School Staff
Thelma Escobar	Parent or Community Member
Laura Schifrin	Parent or Community Member
Santiago Alvarado	Parent or Community Member
Diara Spain	Parent or Community Member
Laurence Clement	Parent or Community Member
Favio Plascencia Rangel	Secondary Student
Alena Spry	Secondary Student
Rhonin Kelley	Secondary Student
Adriana Amezcua Cervantes	Secondary Student
Melissa Diaz	Classroom Teacher
	Other School Staff

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

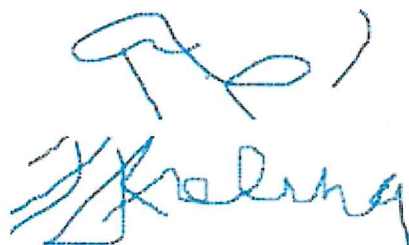
Committee or Advisory Group Name

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 9/29/2022.

Attested:



Principal, Kessa Early on 9/29/22

SSC Chairperson, Tracy Kreling on 9/29/22

Budget Summary - NOVA Independent Study 2022-23

Federal	Approved Budget
Title II	\$398
Funds provided to the school through the Consolidated Application	\$398

State and/or Local	Approved Budget
Unrestricted	\$5,620
ESSER III	\$19,599
Lottery Instructional Material	\$1,230
Parcel Tax	\$200
Total	\$26,649

Total federal, state, and/or local funds for this school	\$27,047
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