

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
Novato High School	21 65417 2132272	September 28, 2022	December 6, 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 ongoing engagement of stakeholders is a key part of the SPSA development and monitoring process. The stakeholder groups share the experiences of students, families, and staff. In preparing for the SPSA. In addition to the School Site Council (SSC) and ELAC Committee, NHS staff is engaged in ongoing monitoring and adjustment of plan goals and actions based on needs.

ELAC Meeting
September 13, 2022

SSC Council
September 28, 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

Build shared understanding of NHS Wellness rationale, model programs, and services including the development of a Wellness Hub on campus.

Identified Need

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

- Counselors will use the COST process and AERIES counseling notes with normed input to collect data.
- The Wellness Team will increase access to Tier 1 wellness supports including marketing of resources and mental health tools available to all students, social emotional learning skills through weekly videos, increase in student run wellness clubs/committees, and access to a Wellness Hub.
- The Wellness team will increase supports available to students who experience anxiety on campus including check in/check out system, perma-pass, brain breaks, and small group counseling options.
- The addition of a Wellness Navigator will help increase the number of students seen by CBO partner clinicians using both 1:1 and group counseling track data on a student level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Data Response to question: When I'm feeling upset, stressed, or having problems, there are programs or services at my school that can help me.	2021-22 68% of all students agree/strongly agree	80% of all students agree/strongly agree
Number of students referred, assessed, and seen by CBO partner clinicians	2021-2022 180 referrals = 13% of student population 180 referrals to school based counseling via NMCS 67 active or completed episode of care	10-15% student population assessed and seen by CBO partner clinicians (approximately 200 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	39 referred to outside resources 11 waitlisted 31 bilingual/bicultural	
Suspension Rate	2021-22 2.2% suspension rate	Suspension rate under 2%
Number of referrals to restorative practices including drug/alcohol counseling	8 referrals to restorative practices in 20-21 (remote majority of year).	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students receive school-wide supports and learn about mental health programs, services, and strategies through coordination of school wide and targeted services and programs (see specifics below)

Strategy/Activity

Leverage restructured Wellness Team, staff and community partnerships (North Marin Community Services, Behavioral Health, Spahr Center & YLI) to promote supports available to all students including -

- Weekly wellness video announcements created by a wide stakeholder team including students
- School-wide approach toward handling stress and anxiety "Wellness Campus 1-2-3-4" protocol posted in all classrooms and athletic team venues
- Quarterly lunchtime wellness activities including Wellness Fairs, Finals Stress Less Week and Spring Wellness Week
- Updated resources that support health and wellness on NHS website and posted around campus
- Access to Wellness Hub space on campus

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 - Wellness Specialist - Healthy Novato Initiative
	District Funded
	Centralized District Funds - Wellness Navigator - BHRS Grant
6,600	Other
	Producing Wellness Announcements for y school wide messaging to all students and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students referred for counseling services (10-20% of all students)

Strategy/Activity

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

- Small group (weekly for 8 weeks)
- 1:1 counseling (weekly and biweekly)

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 - North Marin Community Services counselors - LCFF Supplemental

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

Create a Professional Learning Committee (PLC) to:

- Study the Positive Behavioral Interventions and Supports (PBIS) program to implement schoolwide
- Increase stakeholder engagement and understanding of the evidence-based three tier framework for supporting students behavioral, academic, social, emotional, and mental health
- Create positive, predictable, equitable, and safe learning environments schoolwide
- Establish a plan to clarify Tier I behavioral expectations.

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)
5,000	Unrestricted
	Substitutes
	District Funded
	Centralized District Funds - PBIS Professional Development - BHRS and Educator Effectiveness Grant

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.

During 2021-22, the implementation of PBIS and MTSS supported wellness on campus and continued the development of a culture that is responsive to diverse stakeholder groups and fosters a “culture of caring” for all. Furthermore, a restorative coordinator addressed behavioral incidents and oversaw Tier I wellness activities.

With the help of a restorative coordinator, NHS expanded social emotional (SEL) supports to foster an inclusive culture and Tier I strategies (opt in office hours and Perma Passes) for behavioral expectations and accountability. While wellness supports increased, staff input during professional development sessions, stakeholder groups, and Youth Truth Survey results indicated a need for more precise behavioral expectations and accountability to create a safe school environment with high expectations for all students.

Although NHS staff worked to strive to create shared values that embraced balancing social emotional and academic needs of students, the School Equity Audit for NHS published by Dr. Anthony Muhammed indicated that there is a philosophical polarization among staff members

concerning race, income and student language. Furthermore, non-instructional staff and teachers have a significant gap in perception regarding student advocacy.

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

There were no changes in budgeted expenditures for 2021-22

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.

Based on need and strategic planning, NHS has planned for significant restructuring of wellness initiatives for 2022-23. Based on need and strategic planning two new full time Wellness staff members, funding to renovate our East Annex to align to Wellness Hub district and county wide norms, and a shifting of roles and responsibilities.

Wellness Hub

Renovate East Annex to align to district and county guidelines for a Wellness Hub.

Wellness Navigator and Wellness Specialist

During the 2021-22 NHS had a Restorative Coordinator who addressed behavior incidents and oversee Tier I wellness activities. The position has been eliminated and a Wellness Navigator and Wellness Specialist will support students with wellness initiatives.

Weekly Wellness Videos

The former Restorative Coordinator was responsible for creating weekly wellness videos for the school community. This year, a certificated teacher will be responsible for the videos. This individual will work with staff and students to increase staff and student voice for topics for videos.

Professional Learning Communities

Administrative staff will collaborate with teachers in Professional Learning Committees to implement Positive Behavior and Intervention Systems (PBIS).

Wellness Team

A wellness team comprised of students and teachers will refine strategies and activities to increase the sense of shared responsibility and leadership as well as address site challenges.

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

Goal 2

Implement multi-tiered levels of support to increase student success by identifying targeted students based on attendance, grade, and assessment data and providing wrap around academic and social emotional supports throughout the day.

Identified Need

Currently, the the following issues exist. -

- Need to increase school wide attendance
- 52.4% of Hispanic students received a non-passing grade in HS has seen an increase in disengaged Hispanic students as the percentage of Hispanic students has increased over the last six years
- Need to increase the rate of identified English learners to be reclassified as fluent in English
- Need to increase proactive interventions and progress monitoring for target students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance - school wide	2021-22 94.7%	96%
% of Hispanic students passing English and Math classes	56%	Increase by 10%
% of EL students who reclassify from EL/LTEL to RFEP	2021-22 10%	15% reclassification

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 9th grade students

Strategy/Activity

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

- Health and CCR courses will integrate SEL curriculum
- Administer universal screener DESSA (an empirical, standardized social and emotional competence (SEC) areas) to all 9th grade students
- Counselors will use DESSA data when sharing information for Student Study Teams (SSTs), 504's and IEPs Tier 2 & 3 supports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Increase EL supports in both designated and integrated classes with a school-wide context including:

- Data Specialist (TOSA) will collect, analyze, and share formative and summative local assessment (Galileo) and ELPAC data with teachers during teacher professional development sessions and department meetings regarding English learners
- Pilot increased wrap around supports for English learners including addition of electives for language acquisition, bilingual support for instruction in math and CCR to increase speaking, listening experiences and integrate AVID EL instructional strategies
- Adoption of specific curriculum for Intermediate Designated ELD classes - Read 180 and early literacy resources
- Reduction of EL workshop class size to 1:15 by end of the year of 2022-23

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 TOSA - Centralized District Funds - LCFF Supplemental
10,000	Lottery: Instructional Materials

Instructional materials including Read 180 and early literacy resources

District Funded

Additional 1.0 for EL teacher to reduce class sizes - Centralized District Funds - LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students pre-identified as having a targeted need for intervention in Algebra 1.

Strategy/Activity

- Adjust master schedule to provide supports embedded in the student schedule
- Identified students will be placed in an Algebra 1 and Advisory cohort.
- A ninth grade Equity Subcommittee will regularly monitor progress and adjust supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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 9th graders

Strategy/Activity

- Create a plan to revise ninth grade orientation and bridge activities to enhance students to be successful in high school.
- Staff will receive Link Crew training (nationally recognized bridge program) and will visit area high schools to observe student orientation during the school day.
- Ninth grade PLC will re-structure beginning of the year procedures. Example: The first week of school will contain all of the activities needed to be initiated into Hornet culture.

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.

Attendance

- In 2021-22, the return to campus learning coupled with continued COVID infections led to lower attendance rates. This was especially true for students already at risk and underserved by the community. While NHS implemented the strategies outlined in the 2021-22 SPSA, the overall effectiveness of the strategies did not achieve the articulated goal.

English Learners

- Teachers addressed EL needs in department meetings and via office hours, but the specific 21/22 strategies and activities were not adequate to address both teacher and student needs. NHS could only carve out a partial allocation for a teacher to take on EL Specialist responsibilities (.2 FTE).
- It was challenging to meet all of the needs of newly immigrated students with interrupted schooling.

NHS's Oct 2021 Equity Audit.

NHS auditor Dr. Anthony Muhammed observed "deep concerns about the school's academic intervention systems" and many teachers described feeling "greatly unprepared to adequately respond to the diverse culture and language needs" of many students.

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

In the 2021-22 school year, funds were spent as budgeted.

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

- Changes in Goal 2 will include:
- Additional funding to broaden the scope to support all 9th grade students and the increasing Newcomer population.
- Centralized district funds will allow NHS to hire one Data Specialist (TOSA) to analyze and share data with staff. Additionally, the TOSA will provide direct services to students as a way to pilot new systems of academic intervention.
- An increase of 1.0 FTE for sections dedicated to designated English language acquisition classes will address the needs of students arriving in the US.
- New structure of Professional Learning Community will allow staff to increase a sense of shared responsibility, and to create strategies to meet the most relevant needs of students.

- A focus on meeting established metrics for 9th grade students, is an investment in reducing the predictability of outcomes for students based on race and home language.

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

Novato High School will increase the development of Proficiency Based Education (PBE) in all content areas by using essential standards, proficiency scales and grading based on student proficiency. Utilizing TLT leaders trained in PBE practices will support the establishment of shared understanding among teaching staff, and help new personnel to understand PBE.

Identified Need

There is a need to Increase student success rate by transitioning from a traditional 100 point system to Proficiency Based Education. Currently, NHS teachers are at different levels of implementing PBE with fidelity, and there need for consistent PBE practices schoolwide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Social Studies teachers implementing PBE	70% of Social Studies teachers used PBE at the end of the 21/22 school year	100% of Social Studies teachers will be implementing PBE by the end of 22/23 school year.
% Math teachers implementing PBE	50% of Math teachers used PBE at the end of the 22 school year	80% of Math teachers will be implementing PBE in the 22/23 school year
% ELA teachers implementing PBE	30% of ELA teachers used PBE at the end of the 22 school year	50% of English teachers will be implementing PBE in the 22/23 school year
% Science teachers implementing PBE	50% of Science teachers used PBE at the end of the 22 school year	80% of the Science teachers will implement PBE in the 22/23 school year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Create a PBE Professional Learning Community (PLC) to increase the quality and consistency of departmental PBE practices including unit guides, rubrics, and alternative assessments through monthly PLC meetings.
- The Teacher Leader Team will plan and implement two groups - one for more advanced PBE practitioners and one for new staff and emerging PBE teachers.
- Department Chairs will address PBE practices in department meetings to increase the use of site created PPE scales and rubrics.
- For departments who have not yet fully implemented PBE, compensated time outside of regular work dat will be offered to accelerate implementation.
- PBE resources will be offered to new staff members to support implementation of PBE schoolwide.

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)
7,000	Title II Part A: Improving Teacher Quality Professional Development District Funded Teacher Leader Team supported PD - Centralized District Funds - CSLA and Teacher Effectiveness 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

Student Voice

Increase student input regarding PBE, The Data Specialist and TLT leaders will create student surveys, analyze results and share findings with staff to help support implementation of PBE schoolwide.

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)
10,000	General Fund

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.

Given the difficult transition back from pandemic learning restrictions and what our Equity Audit described as subversive resistance to school wide change efforts to support the success of all students, TLT decided to invest time in establishing a school wide grading philosophy with input from all teachers and staff members. This teacher led effort took a lot of time and effort but was effective in talking through some of the philosophical differences that resulted in different levels of rigor, support, and grading practices. Arriving at consensus on a school-wide values increased our communication with students and families and laid the foundation for growth this year in more consistent classroom practices.

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

No major differences.

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.

For 2022-23 -

- NHS will create department PLCs to further the development of PBE schoolwide.
- New teachers will receive support from TLT members to learn all aspects of PBE.
- Student voice (by way of student surveys) will also be considered in planning how to implement PBE with fidelity.

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 and improve student outcomes.

Goal 4

To implement data cycles to monitor student academic achievement, including ensuring athletes maintain eligibility to participate in sports.

Identified Need

Based on assessment scores, there is a need to monitor student achievement using time bound data cycles in order to implement instruction that is more impactful on student learning. Furthermore, SED athletes become ineligible at higher rates than students who are not SED. thus, there is a need to ensure all athletes can maintain academic standing to participate in sports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Testing: ELA and Math	2021-22 CAASPP ELA 70.16% Math 34.63%	2022-23 CAASPP Increase ELA and Math scores by 5%
Galileo	9th grade 72%, 10th grade 71%, 11th grade 76%, 12th 82% exceeding standards in Galileo BOY from 2020. Novato High school average was 75% in BOY Galileo.	For all grade levels to reach 75% and above for 21-22 Galileo BOY, MOY and EOY assessments.
Number of student athletes who are eligible to play sports.	NA- historically data not collected	100% of student athletes maintain\ eligibility for sports.

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

Novato High School will engage in PLC work centered around data that points to areas of greatest need as defined by teachers. The use of PLC teacher driven work address the need for shared leadership and shared responsibility - a key focus of our Equity Audit by Anthony Muhammed. The NHS data specialist will work with each of the PLC's to get them the data they need in order to examine the needs and create a plan to support the 5 areas of Wellness, Equity, Inclusion, PBIS and PBE.

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 - Centralized District Finds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Athletes

Strategy/Activity

- Novato High School will have a Student Academic Success Specialist (SASS) conduct tutoring sessions for in season athletes (Wednesdays) and for upcoming season athletes (Thursday).
- The specialist will implement a system of early detection and intervention for those students pre-identified as being at risk of not passing their classes, to ensure eligibility and academic success.

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 - ELO Grant

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.

While data cycles were assigned, the effectiveness of the cycles was not effective as implemented.

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

No major differences between the intended implementation and the budgeted expenditures in 21021-22.

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.

In conducting the equity audit for NHS during 2021-22, Dr. Anthony Muhammad observed that NHS staff members use data to bolster successes and not to address challenges. For 2021-22 the NHS data specialist, will work with staff to analyze data, create plans to support all students and monitor plans.

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
- 2 Secondary Students

Name of Members	Role
Michelle Cortez (Designee)	Principal
Oscar Galdamez	Other School Staff
Laura Roberts	Classroom Teacher
Nicole Slavin	Classroom Teacher
Shannon Morgan Miller	Other School Staff
Alysha Lee	Secondary Student
Nico Alciatus	Secondary Student
Molly Hodges	Parent or Community Member
Lisa Devora	Parent or Community Member
Leslie Maendl	Parent or Community Member
Phil Chidel	Classroom Teacher

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

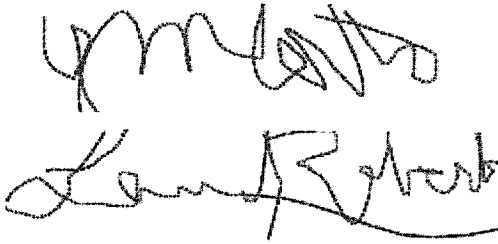
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 28, 2022.

Attested:



Principal, Michelle Cortez (Designee) on Oct 7, 2022

SSC Chairperson, Laura Roberts on Oct 10, 2022

Budget Summary - Novato High School 2022-23

Federal	Approved Budget
Title II	\$7,000
Funds provided to the school through the Consolidated Application	\$7,000
State and/or Local	
Unrestricted	\$113,937
Lottery Instructional Material	\$78,996
Special Education	\$500
PTA	\$3,216
Textbook Replacement	\$5,524
Library Book Replacement	\$51
Marin School of the Arts (MSA)	\$43,703
Parcel Tax	\$64,431
General Donation	\$51,301
Total	\$361,659
Total federal, state, and/or local funds for this school	\$368,659