



# 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	November 2, 2023	December 5, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

**Additional Targeted Support and Improvement**  
Marin Oaks was identified for ATSI for low graduation rates and suspension.

1. To increase graduation rates, we are committed to the following action plan:

- Maintaining a climate of respect, belonging, connectedness, and safety for our students is critical to their success and their overall wellness.
- Using a 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 works 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.
- Students work with core subject teachers and advisory teachers in the fall to create educational goals based on learning targets and proficiency scales. These goals are monitored throughout the school year to determine growth/next steps.

- 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 issues
  - Daily/weekly student check-ins
  - Support at SART/SARB meetings
  - Re-engagement plans
  - Participation at SST meetings
- Continue to establish clear and consistent lines of communication between parents/guardians, teachers, and school administrators.
- 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:
  - Implement COST (Coordination of Services Team) to create a plan to properly serve students who need additional support. A Coordination of Services Team (COST) creates 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.

2. To decrease suspension, we are committed to the following action plan:

- Staff is committed to prioritizing students' social-emotional and mental health as well as their academic success. Help facilitate belongingness for all students and continue to demonstrate mindfulness campus-wide.
- Provide alternatives to suspension and continue to offer restorative practices.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is a one-year plan that is intended to be developed and approved before or during the school year for which the plan is being implemented. The School Site Council meets regularly during the school year to review and update the school plan, including proposed expenditures of Title I funds. School goals are based upon comprehensive need assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard and district LCAP. Other school data such Galileo assessment results, attendance and student/staff/parent surveys are utilized to further measure and monitor student achievement and needs throughout the school year.

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, Marin Oaks will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Supports.



# 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 2022-23 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:

74% - Engagement

61% - Relationship

53% - Culture

51% - Belonging & Peer Collaboration

Student-Staff Relationship: 97% 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 71 out of 85 students

Q2 71 out of 79 students

Q3 62 out of 84 students

Q4 65 out of 96 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 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 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 to 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 ELPAC 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 (Houghton Mifflin Harcourt)
- 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, sewing, Men's Group, The Turn, 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 funding, 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 and input, 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.

For 2023-2024 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: 9/14/2023, 10/5/2023, 11/2/2023,





# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	7	8	27	9.7%	14.5%	31.8%
Fluent English Proficient (FEP)	35	25	28	48.6%	45.5%	32.9%
Reclassified Fluent English Proficient (RFEP)	1	2	2	14.3%	2%	1.6%

### Conclusions based on this data:

1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])  
Galileo ELA assessment will be administered three times during the school year. School site EL Specialist will review benchmark assessment results and support teachers to identify student needs and monitor progress.
- 2a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])

Culture of Competence  
LCAP Goal: To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.  
Site Goal #2 - Expand the multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students. Bilingual support in counseling services, 1:1 calls for students experiencing challenges, advisory and tutorial time for support in all classes.

2b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

Site Goal #2 - Strategy/Action #4 Specific Student Group: English Learners (using the preferred term: Emergent Bilinguals because speaking two languages is an asset)

  1. Emergent Bilinguals will be enrolled in one or two ELD courses for English development support.
  2. The principal, counselor, and teachers were key stakeholders in developing an English Learner Master Plan at the district level. This plan defined evidence-based strategies to support English Learners in accelerating their acquisition of English while simultaneously meeting grade level standards and graduation requirements. The staff will continue to use the EL Master Plan to guide EL program.
  3. Teachers will continue to integrate ELD standards in daily lessons, as demonstrated by learning logs.
  4. Houghton Mifflin’s English 3D in person and online program to will be utilized to assist reaching goals to improve student outcomes. English 3D was designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella. The program effectively accelerates the academic language of students who are developing English proficiency. The evidence-based instructional routines and relevant text sets in English 3D create a dynamic platform for daily speaking and writing, enabling students to become confident and competent participants in content-area classes. The Language Launch component of the program will be used to support specific needs of multilingual learners starting at late beginning levels of proficiency. The English 3D Newcomer Teaching Guide will be used in class to provide essential vocabulary and language instruction for identified newcomers.
3. Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

Centralized District funds will pay for English 3D and salary for EL Specialist.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Culture of Caring

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

- Discipline data
- 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)	2022-23 Engagement: 74% Relationships: 61% Culture: 53% Belonging & Peer Collaboration: 51%	80% - Engagement 70% - Relationship 60% - Culture 60% - Belonging & Peer Collaboration
Student-Staff Relationship Survey Results	2022-23 97% of students feel connected to at least one adult	99% of students will feel connected to at least one adult
Student Participation in Enrichment Courses	2022-23 Q1-71 out of 85 (2022-2023) Q2-71 out of 79 (2022-2023) Q3-62 out of 84 (2022-2023) Q4-65 out of 96 (2022-2023)	Student participation will increase by 10% each quarter, compared to 2022-2023 students rates.
Attendance Data	2022-23: 90.9%	95%
Graduation Rate per CA Dashboard	2022: 70%	90%

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 issues
- Daily/Weekly student check-ins
- Support at SART/SARB meetings
- Re-engagement Plans
- Participation at SST meetings

Continue to establish clear and consistent lines of communication between parents/guardians, teachers, and school administrators.

Rebranding our images and school-wide messaging to be inclusive of all people.

Utilize various platforms such as email, weekly newsletters, school websites, and social media to keep parents informed about school activities, important dates, curriculum updates, and volunteer opportunities.

Continue to maintain an inviting atmosphere that encourages parents/guardians to actively participate in the school community. Host regular orientations, Meet the Teacher Nights, and consider parent-teacher conferences to provide opportunities for parents/guardians to connect with educators and gain insights into their student's educational journey.

Find additional opportunities for parents/guardians to volunteer and participate.

Designate specific days throughout the year for parents and community to actively participate in school activities, including classroom visits, interactive workshops, and cultural celebrations.

Use Parent Square often to encourage and facilitate parent/guardian involvement and provide updates to any upcoming activities where parents can support their students and the school community.

Hosting Family Engagement Meetings to give students and parents/guardians opportunities to offer their own input and take ownership over ideas. The Family Engagement meetings focus on

gathering feedback on what an ideal school looks like from the perspective of our community.

**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

Maintain and expand enrichment courses to encourage student engagement in such activities as:

STOP Music Program  
Dirt Club: gardening during advisory  
Focus on Your Future  
Women's Group  
The Turn  
Sobriety Class  
Dance Workshops  
Mindful Meditation  
Female Empowerment  
Men's Champion Group  
Sewing Class

Many of the enrichment courses at Marin Oaks are scheduled during the advisory period, 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)

1,000

Source(s)

Donations

15,000

Other

### 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

Staff is committed to prioritizing students' social-emotional and mental health as well as their academic success. Help facilitate 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, multidimensional, 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.

Organize workshops and seminars designed to educate parents/guardians about various aspects of their student's education. Topics could include understanding credit/attendance based programming, supporting mental health and well-being, and strategies for involvement at home.

#### 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)

15,000

Source(s)

Other

Haas Family Grant

District Funded

Centralized District Funds - BACR counseling - LCFF Supplemental

## Annual Review

#### SPSA Year Reviewed: 2022-23

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 advisory students were able to participate in enrichment classes, mandatory tutorial, counseling, and receiving support from 10,000 Degrees.

Students were offered a variety of enrichment opportunities including:

- Mindfulness Meditation
- Restorative Circle
- Men's Champion Group
- Woman's Group
- Dirt Club (garden club)
- Sewing class
- 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 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 a number of field trips to places such as SRJC, COM, the Marin Water Treatment Plant, and a construction trades fair in Vallejo. Students also participated in workshops, such as resume and interview workshops. All Bridges students successfully completed a college course, either: 1. Counseling-Preparation for Job and Internship or 2. Business-Entrepreneurial Mindset. Enrolling all advanced Bridges students in the same advisory class allowed the Entrepreneurial Mindset college class to be offered on our school campus and enabled us to offer additional support in completing homework assignments. In addition, Bridges students heard from more than 8 guest speakers who talked about a wide variety of careers.

Home visits by North Bay were a regular occurrence to check on students who were experiencing numerous trancies.

Counseling services were offered to students who were experiencing mental health challenges. The Bay Area Community Resource counselors met with a total of 100 students and met regularly with 40 throughout the duration of the school year.

During advisory, staff/students continued to focus on the district adopted 6C's (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 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.

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 major differences between the intended implementation and 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.

Finding volunteers/experts to help run enrichment classes can be challenging. The changes can be found in this year's SPSA as we have modified the types of enrichments offered based on who is available to lead them.

# 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, 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo	2022-23 Percentage of met/exceeded: EOY 22% MOY 37% BOY 33%	Percentage that will meet/exceed: EOY 25% MOY 40% BOY 35%
Graduation Rate per CA Dashboard	2022: 70%	90%
D & F list	2022-23 Q1: Ds-5/ Fs-0 Q2: Ds-9/ Fs-0 Q3: Ds-16/ Fs-0 Q4: Ds-5 Fs-1	Q1: Ds-0/ Fs-0 Q2: Ds-0/ Fs-0 Q3: Ds-0/ Fs-0 Q4: Ds-0/ Fs-0
ELPAC	2022-23 Percentage of moderately/well developed: 45%	Students will meet individual goals of growth
CAASPP	2022-23 Percentage of students that met/exceeded:	30% - ELA 5% -Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA 26% Math 2%	
Attendance	2022-23 90.9%	Overall student attendance will increase by 4% tot 94.9%

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) creates 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 serves as the COST coordinator and speaks with staff weekly during the student concern/check-in portion of the staff meeting. The COST coordinator also provides 4-week and 6-week full reviews.

#### 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)

1000

#### 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

#### 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 ELO paraeducator/student advocate—using the Expanded Learning Opportunity para funds—will continue to focus on building relationships with students and help to support students experiencing challenges in school and/or home.

The data specialist/intervention position, a newer position at Marin Oaks, utilizes reading and math assessment data from Galileo and ELPAC, as well as current grades, to determine intervention needs and support 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)

[Empty box for Amount(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**

The MTSS team developed priorities around ELA, math, ELD, and social-emotional learning, as well as an implementation plan to address needs at Tiers 1-3.

Staff is committed to implementing Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day.

- Tier 1: practices and systems to establish a foundation of regular, proactive support while preventing unwanted behaviors. Providing these universal supports to all students, school-wide.
- Tier 2: practices and systems to support students who are at risk for developing more serious problem behaviors before those behaviors start.
- Tier 3: students receive more intensive, individualized support to improve their behavioral and academic outcomes.

The data specialist effectively collects appropriate data to increase academic achievement in math and ELA, providing staff with professional development to support data collection and balanced instructional programs. Continue to modify and execute Tier 1 and Tier 2 supports for identified students to provide equitable outcomes for all. Using a variety of data, staff will audit the existing systems of support such as data collection, intervention, and social-emotional learning programs to

identify equity gaps and opportunities to improve. As we identify students who need additional SEL, ELA, or math support, the intervention teacher will provide Tier 2 support. Students who require additional support are identified for Tier 3 interventions such as counseling, mentorship, or Special Education services. Other means of intervention include enrichment and support services such as mandatory tutorial, ELD high impact strategies, revised bell schedule, advisory, Bridges expansion, and positive behavior referrals.

**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)
42,820	Title I Part A: Basic Grants Low-Income and Neglected 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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**Strategy/Activity 5**

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

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

Magnolia Project

### Strategy/Activity

Magnolia Project is a North Bay Career Technician Education (CTE) non-profit, that is partnered with Marin Oaks to offer a two-week, full-time internship opportunity for 12th grade students during school hours. Students must attend a pre-internship bootcamp, the two-week internship, and create a post-internship presentation about their experience to fulfill their senior project requirement.

### 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)
5000	Other
	Bridges Program
	District Funded
	\$10,000
35000	Foundation
	Magnolia Project Raised Funds

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Emergent bilinguals required additional vocabulary support and reading in order for overall understanding in content classes.

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.

We stopped using MDTP mid year and are using Galileo for math assessments.

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 are still continuing with 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. This can be found throughout the SPSA in various locations.

The Data Specialist/Intervention teacher continues to provide targeted intervention support and gather data to tell a data story in order to monitor student success. The ELO para continues 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. This can be found throughout the SPSA in various locations.

We have added the Magnolia Project as an option for our seniors. In partnership with the Magnolia project, a North Bay Career Technician Education (CTE) non-profit, we are offering seniors a two-week, full-time internship opportunity. Students must attend a pre-internship bootcamp, the two-week internship, and create a post-internship presentation about their experience in order to fulfill their senior project requirement.

We have added PBIS implementation to this year's SPSA. It can be found at the bottom of Goal 2.

# 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

Based on CAASPP, Galileo, and ELPAC test data, students need more support in ELA and Math. Based on D & F List, students need additional support in content classes. Based on Credits Earned data, students need additional academic support.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credits Earned	2022-23 65% of students earned the required 18 credits during 4th quarter	Increase from 65% to 75%
D & F List	2022-23 Q1: Ds-5/ Fs-0 Q2: Ds-9/ Fs-0 Q3: Ds-16/ Fs-0 Q4: Ds-5 Fs-1	Q1: Ds-0/ Fs-0 Q2: Ds-0/ Fs-0 Q3: Ds-0/ Fs-0 Q4: Ds-0/ Fs-0



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2022-23 Percentage of students that met/exceeded: ELA 26%  Math 2%	30% - ELA 5% -Math
Galileo	2022-23 Percentage of met/exceeded: EOY 22% MOY 37% BOY 33%	Percentage that will meet/exceed: EOY 25% MOY 40% BOY 35%
Bridges Completion Rate	2022-23 100%	100%
Graduation Rate per CA Dashboard	2022: 70%	90%

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

Continue to use the district-wide Learning Targets and Proficiency Scales with an emphasis on critical thinking and problem-solving, help students work towards achievement of the school-wide Student Learner Outcomes (SLO).

#### 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)

1064

#### Source(s)

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

Use alternative methods of assessment (i.e. oral proficiency and product design) to offer students an opportunity to demonstrate proficiency.

Data specialist/intervention teacher will assess reading and math levels and provide 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 work with core subject teachers and advisory teachers in the fall to create educational goals based on learning targets and proficiency scales. These goals are monitored 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

### Strategy/Activity

Use a 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 for 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
	District Funded
	CTE Funds- CTE Culinary Academy - CTE
1,145	Donations
	Support CTE program

**Strategy/Activity 6**

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

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

Seniors

**Strategy/Activity**

In partnership with 10,000 Degrees, ensure all seniors have met the state requirement of completing the FAFSA.

**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)

Foundation

10,000 Degrees - passthrough grant

## Annual Review

### SPSA Year Reviewed: 2022-23

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 25-30% of staff implemented PBE in 2022-23. 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.

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.

We have new staff this year, and they will need to be trained on PBE. We have calendared 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.

We will continue to 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.

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

Utilizing the ELO funding, we plan to continue 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 with a focus on attendance and credit completion.

Utilizing SLOs (Student Learner Outcomes), staff will heavily focus on critical thinking and problem-solving with students. This can be found in goal 3, strategy 1 of the SPSA.

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$45,094.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$177,239.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$42,820.00
Title II Part A: Improving Teacher Quality	\$2,274.00

Subtotal of additional federal funds included for this school: \$45,094.00

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

State or Local Programs	Allocation (\$)
Donations	\$2,145.00
Foundation	\$35,000.00
Other	\$95,000.00

Subtotal of state or local funds included for this school: \$132,145.00

Total of federal, state, and/or local funds for this school: \$177,239.00

# School Site Council Membership

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

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

Name of Members	Role
Kessa Early	Principal
Jennifer Marsh-Russell	Other School Staff
Julie Adams	Classroom Teacher
Tracy Kreling	Other School Staff
Thelma Escobar	Parent or Community Member
Melissa Remy	Parent or Community Member
Leah Balasch	Parent or Community Member
Logan Woodward	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 11/2/2023.

Attested:

Principal, Kessa Early on 11/2/2023

SSC Chairperson, Tracy Kreling on 11/2/2023