

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nova Education Center	21 65417 2130045	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
NOVA has been identified as requiring additional targeted support and improvement due to very high chronic absenteeism rate for the Hispanic sub-group. The NOVA team is utilizing a Multi-Tiered System of Support as well as working with a consultant from the San Diego Office of Education to develop strategies and best practices to improve student work completion which is how attendance is measured. Strategies that will be utilized this year will include: tiered support, in-person options, incentives for work-completion, and office hours.

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.

In order to meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, the NOVA staff will work collaboratively with the District to implement Tier 1 curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Support.

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 the stakeholder engagement process Hill (Marin Oaks/NOVA) staff determined that the goals and actions must reflect the site's commitment to equity and include student voice. All meetings in 2022-2023 were held via a hybrid manner, members could choose to attend in person or online, which had a positive impact on participation. To encourage participation, an "all call" invited parents/guardians and students. Parents/guardians and students were invited to participate in the annual meet and greet, as well as through the weekly school newsletter. Direct phone calls to parents/guardians and students were made by support staff to encourage participation. Teachers and Staff were invited to participate during a staff meeting in the beginning of the school year.

Meetings and Listening Sessions

For the 2023-2024 school year all meetings continue to utilize a hybrid model, combining online and in-person sessions. Spanish Interpretation was made available to participants. All stakeholder input was reviewed by Hill Education Center staff (Marin Oaks/NOVA) to understand the priorities of the site to guide plans for the future.

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

Other meetings:

Staff Meetings: 8/30/23, 9/13/23, 9/27/23, 10/11/23, 10/25/23

Staff Collaboration 3rd Wednesday Meetings: 9/20/23

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	0	18	3	0.0%	10.6%	3.7%
Fluent English Proficient (FEP)	11	34	18	11.7%	17.3%	20.7%
Reclassified Fluent English Proficient (RFEP)	0	2	1	0.0%	1.5%	8.3%

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 include the use of Galileo ELA assessment benchmarks given three times per school year. The NOVA EL Specialist will review the benchmark assessment results, and use the data to support teachers to identify student needs and monitor progress. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])
2. 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. Utilize the new position of Data Specialist to support academic intervention for all students. Strategies/actions: Bilingual counseling, 1:1 work with student support specialist, office hours with teacher, in-person work time offered, time management, small group instruction and personalized learning.

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

Site Goal #2 - Strategy/Action #2 and #3 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 daily English development support
 2. The principal, counselor, and teachers were key stakeholders in developing an English Learner 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 weekly lesson plans as demonstrated by weekly assignment logs.
 4. Houghton Mifflin’s English 3D in person and online program 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])

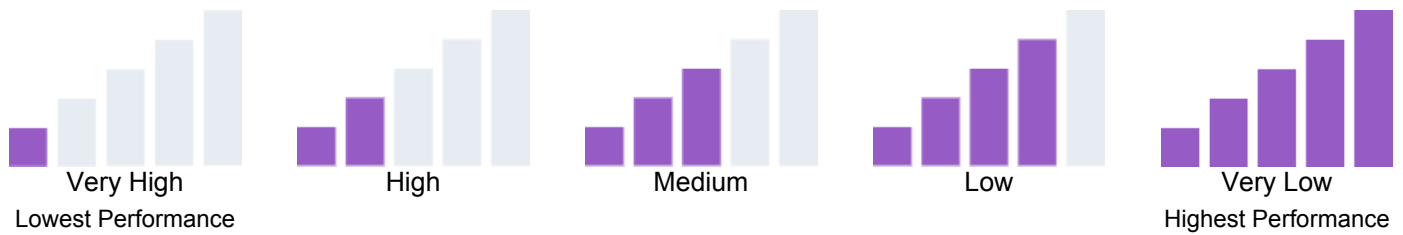
Centralized District funds will pay for English 3D and stipend for EL Specialist.

School and Student Performance Data

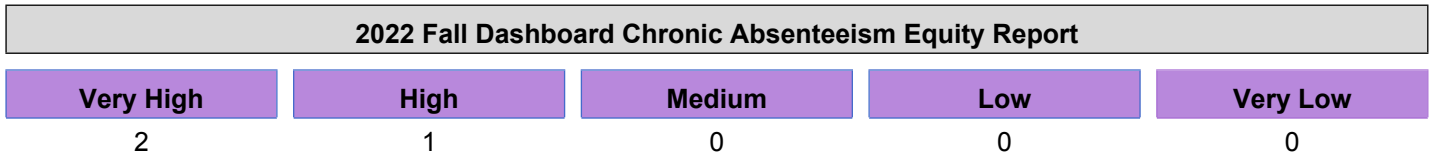
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

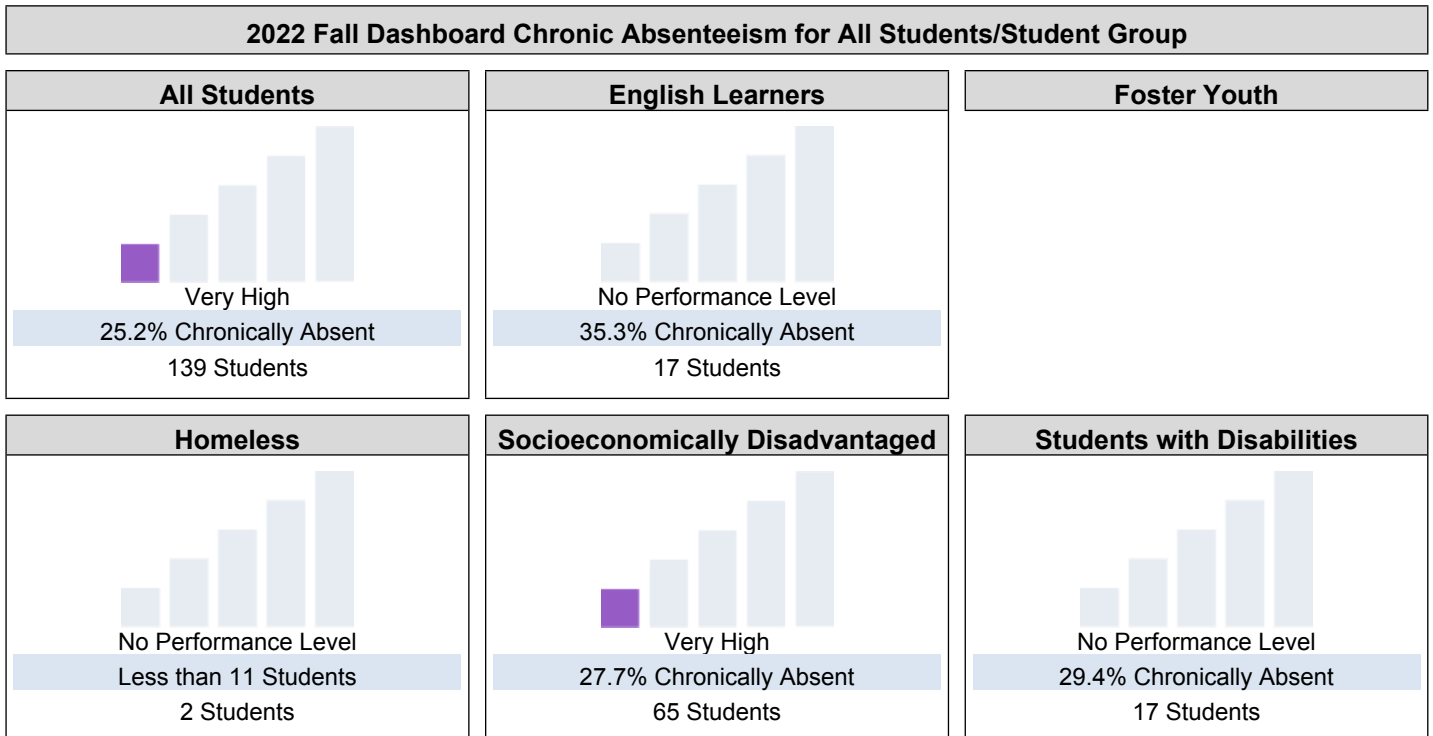
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



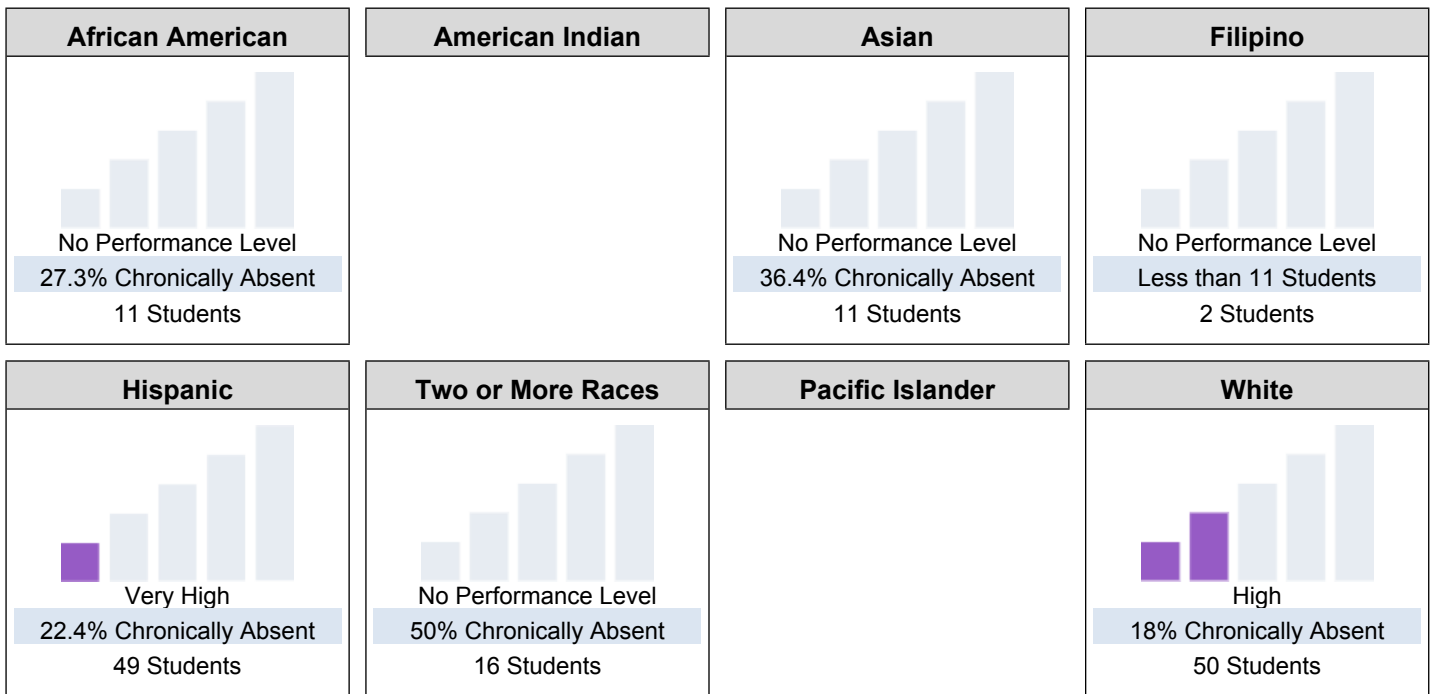
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Independent study attendance is based on work-completion. Therefore, the chronic absenteeism is directly related to students being able to access the content and complete weekly assignments successfully in the designated time. NOVA staff consistently review the absence data and utilize strategies to help support students achieve success in an independent study format. These strategies include personalized learning, tiered support (MTSS), time management coaching, office hours, group intervention, 1:1 work with teacher or support staff, PBIS, and/or COST interventions.
2. Due to the transient nature of independent study, results from the dashboard do not paint an accurate data picture of our students, rather they are a snapshot from a particular time period of the students who are enrolled during that time period. Enrollment fluctuates throughout the year, students who are identified as being chronically absent as determined by work completion go through multi-tiered support, and if interventions provided are not enough to support the student success in the independent study academic environment, NOVA is required to return the student back to their neighborhood in-person school.
3. NOVA has been identified as requiring additional targets support and improvement due to very high chronic absenteeism rate for the Hispanic sub-group. In order to meet the ESSA requirements the NOVA team is working with a consultant from the San Diego Office of Education to develop strategies and best practices to improve student work completion which is how attendance is measured. These strategies include: tiered support, in-person options, incentives for work-completion, and office hours for additional support.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Caring

LEA/LCAP Goal

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

Goal 1

Expand social-emotional supports such as counseling, assessment and other means of positive behavioral correction to foster a culture of belonging.

Identified Need

Based on Youth Truth Survey results:

- Expansion of the social-emotional supports offered to students in order to help students feel a sense of belonging and increase their engagement level.
- Expansion of opportunities for students to feel connected with each other and school to increase a sense of belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey results (Key Ratings)	<p>2022-2023 Youth Truth Survey results High School Students (9-12) 56% - Engagement 76% - Relationships 60% - Culture 20% - Belonging and Peer Culture</p> <p>2022-2023 Youth Truth Survey Results Parent/Guardian 63% - Engagement 90% - Relationships 81% - Culture 88% - Communication and Feedback</p>	<p>2023-2024 NOVA Goal: High School Students (9-12) Increase all areas by 5%</p> <p>Parents Increase all areas by 5%</p>
Alternative Schools of Choice Survey	2022-2023 Alternative Schools of Choice Survey	Increase all categories by at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Results: (1-12) 98% of NOVA students "believe that their teachers care about them" 98% of NOVA students stated that "their teachers are available to all students"</p> <p>Parent/Guardian Results: 97.8% of NOVA parents/guardians "believe that their students' teachers care about them" 93.6% of NOVA parents/guardians stated that "their students' teachers frequently express clear expectations and expect high-quality work from their student." 95.7% of NOVA parents/guardians stated that "their student's teacher communicates their student's progress with them."</p>	
D and F List (by semester)	<p>2022-2023 D and F List (by semester)</p> <p>Middle School (grades 7/8): Fall 2022 - 11 students 15% - 10/66 total classes taken ended with final grade of D or F 27% - 3/11 students earned D/F as a final semester grade</p> <p>Spring 2023 - 12 Students 20.8% - 15/72 total classes taken ended with final grade of D or F 33% - 4/12 students earned D/F as a final semester grade</p> <p>High School (grades 9-12) Fall 2022 - 59 students 15.6% - 50/321 total classes taken ended with final grade of D or F 30.5% - 18/59 students earned D/F as a final semester grade</p>	Reduce the amount of final grades of D/F by 5% for all students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Spring 2023 - 71 Students 17.2% - 63/365 total classes taken ended with final grade of D or F 38% - 27/71 students earned D/F as a final semester grade	
Attendance Data	2022-2023 Attendance Data Elementary - 100 % Secondary - 86.7 %	Increase secondary attendance to 91.7% Maintain elementary attendance at 100%
A - G rate	2022-2023 A - G Rate High school students: 35.4% are on track with A - G requirements (based on completing the expected number of A - G courses and passing with a C or higher by grade level)	Increase A - G rates by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

When a student is identified by their teacher through the Independent Study Tiered Support System, the SST (Student Study Team) process, and/or by the parent/guardian or the student themselves, NOVA staff will utilize appropriate tiered support interventions such as:

- counseling services in-person or remotely
- work in-person with their teacher
- drop in office hours
- student advocate support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded Centralized District Funds - teacher, counselor
	District Funded Centralized District Funds Bay Area Community Resources (BACR) counseling services - LCFF Supplemental
	District Funded Centralized District Funds - PD on Positive Behavior Interventions and Support (PBIS)
	District Funded Centralized District Funds - Para educator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will use social-emotional strategies, such as meditation, mindfulness, and breathing exercises, in their interactions with students during direct instruction (grades K-12) and community time (grades K-8) to support students' emotional intelligence. The weekly NOVA Newsletter includes opportunities for students to connect with other students, options for academic support, as well as strategies and resources for managing social-emotional concerns, such as anxiety and stress. Teacher-led tiered support may include interventions such as group intervention, group enrichment, mindfulness training, coping strategies workshops, garden club time, and academic workshops."

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

Teachers will be given staff development time to create wellness lessons. They will also have the opportunity to discuss and develop potential enrichment activities, such as a book club, a D and D

club, in-person work sessions, and in-person STEAM Fridays for students to voluntarily participate in, with the aim of fostering a stronger sense of belonging.

NOVA grades K-6 will continue to offer in-person activities on campus, including STEM Fridays, field trips, and online group events designed to help students build a sense of community and enhance their sense of belonging.

Teachers and staff will work collaboratively to identify ways to regularly incorporate group community time in elementary and middle school settings, focusing on class team building and shared activities. The ultimate goal is to encourage positive peer interactions during regular cohort meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

Title II Part A: Improving Teacher Quality

Professional Development

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.

In 2022-2023, enrollment levels returned to pre-AB-130 with most NOVA students choosing a remote versus in-person meeting with core their teacher. Students in grades 6-12 met weekly with their teacher 1:1. Middle school students met for daily interaction as well. Elementary students engaged in daily instruction and daily interaction which focused on social-emotional learning and community building.

NOVA teachers provided personalized education and used tiered support for academic and emotional struggles, including counseling access. Social and emotional activities had limited attendance. Programs like StopIt and iBoss were used for intervention. Youth Truth Survey data for grades 9-12 showed increased "Relationships" but decreased "Engagement," "Culture," and "Belonging." Parent/guardian results differed from student perceptions, particularly in relationships.

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

Funding from the Hill Education Center, grants, district funding for counseling, and ELO district funding supported NOVA students and staff, enabling the expansion of social-emotional offerings for our growing population. These resources also contribute to a data specialist and wellness support funded by the district.

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 2022-2023, NOVA offered traditional independent study for secondary students (1 hour per week) and additional daily interaction for grades 6-8. Elementary students met with teachers daily for instruction and interaction. K-5 students had consistent in-person days to boost engagement and community building. For 2023-2024, 6th graders will adopt the K-5 model for more structure and support. Field trips and additional in-person opportunities will be offered to K-6 students. More effort will be put toward encouraging the secondary students to participate in in-person opportunities such as college and career related activities, as well as internships and dual enrollment classes.

Secondary teachers considered quarterly in-person activities and surveyed parents/guardians and students for interest. Assignments were designed to foster connections and participation in various campus activities. In 2022-2023, attendance was 100% for elementary and 86.7% for secondary students. Tiered support was introduced for missed meetings and students struggling in the independent study model. The 2022-2023 Youth Truth Survey will gauge the impact of tiered support, advocate assistance, and increased campus activities on belonging and engagement.

Staff sent an engagement survey to improve the sense of belonging. A wellness coordinator was hired by the district, enhancing support and resources for the school. District-wide PBIS work enabled the practice of social-emotional supports and the planning of additional resources for 2023-2024.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Competence

LEA/LCAP Goal

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

Goal 2

Expand the multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students. Utilize the new position of Data Specialist to support academic intervention.

Identified Need

Based on student performance, local and state-wide assessments, and attendance data:

- COST intervention and tiered support for all students with attendance issues
- Address work completion rates with all students
- Intervention support for students who have not met or exceeded grade level in benchmark and statewide testing

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo ELA and Math Benchmark Results	<p>Percentage of students who met/exceeded results:</p> <p>Elementary: grades 1-5 BOY - 9 students - Reading -100% Math - 78%</p> <p>MOY - 10 students Reading - 90% Math - 80%</p> <p>EOY - 11 students Reading - 83% Math - 66%</p> <p>Middle School - grades 7-8 BOY - 12 students Reading - 50% Math - 42%</p>	Increase individual scores by 5% in each of the categories.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>MOY - 12 students - ELA, 11 students - Math Reading - 50% Math - 27%</p> <p>EOY - 12 students Reading - 66% Math - 33%</p> <p>High School: BOY - 49 students Reading -76% Math - not tested</p> <p>MOY - 48 students - ELA, 39 students - Math Reading -54% Math - 54%</p> <p>EOY - 56 students - ELA, 42 students - Math Reading - 71% Math - 50%</p>	
D & F List grade 7-8, 9-12	<p>D & F List Middle School - 7-8 Fall: 11 students 15% of courses final grade of D/F (10/66) 27% of students earned a D/F - 3/11</p> <p>Spring: 12 students 20.8% of courses final grade of D/F 33% of students earned a D/F - 4/12</p> <p>High School - 9-12 Fall: 59 Students 15.6% of courses final grade of D/F (50/321) 30.5% of students earned a D/F (18/59)</p> <p>Spring: 71 students 17.2% of courses final grade of D/F (63/365)</p>	Decrease D & F List by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	38% of students earned a D/F (27/71)	
CAASPP Scores	2022-23 All Students ELA - 65.85% Math - 35.14% Source: DataMatters Elementary (grades 1-5) Reading - 66% (6/9 students) Math -55% (5/9 students) Secondary: 7-12: Reading - 68% (19/28 students) Math - 30% (8/27 students)	Increase individual scores by 5% for both secondary and elementary student scores.
Attendance	NOVA attendance is based on work completion. Elementary -100% Secondary - 86.7%	Increase Attendance to 91%
NOVA High School - A - G requirements grades 9 -12	35.4% of students (9-12) were on track to graduate (23/50)	Increase number of students (9-12) on track to graduate to 60%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The NOVA (Hill Education Center) COST - Coordination of Services Team will collaborate with teachers and staff to identify and address student needs, using a support system as required. The COST team will oversee, monitor, and integrate learning supports, such as one-on-one subject-specific assistance, remediation, and subject-specific intervention group work, both locally and online, tailored to individual student needs. The data specialist and academic counselor will provide personalized data for each student through the COST process, aiming to enhance academic achievement and social-emotional well-being for all students needing support. Remedial academic interventions in math and reading will be initiated through the COST process, along with referrals for social-emotional support or outreach when needed. The student advocate will meet with students identified as chronically absent based on missing weekly assignments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Centralized District Funds - COST Coordinator
	District Funded Centralized District Funds - Data Specialist - LCFF Supplemental
	District Funded Teachers - Support COST process
	District Funded Centralized District Funds - para-educator to support COST process - ELO Grant
	District Funded Centralized District Funds - Bay Area Community Resources Counseling Services - LCFF Supplemental
736	Title II Part A: Improving Teacher Quality Professional development for COST and discussion of resources COST could provide in Independent Study Setting

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The NOVA (Hill Education Center) COST team will utilize attendance data, Galileo and CAASPP scores, the D & F list, A-G rates, and/or teacher SST referrals to create individualized action plans and activate necessary supports. The Data Specialist will regularly provide student achievement data and share it with the staff to support academic intervention. Instructional strategies and resources resulting from COST recommendations will be determined based on individual student needs. Examples of possible interventions include targeted math intervention, reading groups, in-person work sessions, and individual or group counseling.

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
	District Funded Counselor - COST Coordinator
500	Lottery: Instructional Materials Engaging curriculum and supports - math - Teachers Dungeon, EL supports,
	District Funded Imagine Learning, Math Expressions
	District Funded Centralized District Funds - EL Specialist to provide support and designated EL instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Language students are enrolled in remote designated EL support with a teacher for two and a half hours per week. The Data Specialist will conduct a comprehensive needs assessment of the academic performance and language development of EL students. After analyzing the results, the Data Specialist will implement research-based strategies by Kate Kinsella, such as academic vocabulary instruction, to work with students designated as at-risk or not meeting state standards individually or in small groups depending on the number of emerging bilingual students who are enrolled in NOVA.

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 & EL Specialist

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.

Post-COVID, independent study has become a popular alternative for students, particularly in grades TK-8, where daily class instruction and interaction offer strong online support. Tiered assistance, including paraeducators and teachers, was available for students needing math and reading guidance. English learners received daily ELD instruction, and middle school math reverted to pre-2021 materials, with additional math support and social-emotional strategies provided during daily interaction.

NOVA students made improvements in CAASPP scores, especially in Math and ELA, with increased attention to the Galileo benchmark assessments. Elementary attendance increased, but secondary attendance dipped due to work completion-based tracking, leading to negative data for students not suited for independent study. A-G data dropped as students joined from other districts, pandemic-related disruptions, and work toward getting back on track.

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

Additional funds were allocated to maximize services and remediate pandemic-related learning loss that occurred due to COVID-19 restrictions. Expanded Learning Opportunity (ELO) funds were used to finance a part-time paraeducator and a part-time student advocate.

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.

Every year, analyzing data for NOVA presents challenges due to its transient nature and small numbers in certain grade levels. This year, CAASPP scores were presented as a single group rather than being broken out by grade level, and Youth Truth surveys didn't include middle or elementary students since enrollment numbers didn't meet the minimal threshold.

Therefore, obtaining annual data remains challenging. This year, working with the data specialist and the NOVA team, NOVA will use more local data, such as Galileo, to measure year-to-year and interim growth of students. Local surveys will be utilized to ascertain information collected in Youth Truth Survey as well.

The COST team is in its second year and will continue to support students. The Data Specialist has played a vital role in assisting and intervening for all students, particularly those in our subgroups who are struggling.

A-G rates data dropped, but research revealed that NOVA's classes weren't marked as A-G in the UC Portal, as they are in traditional high schools. This issue will be addressed and corrected in UC Portal this year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning 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.

Identified Need

Based on the data from Galileo Benchmarks and CAASPP scores students need more support in ELA and Math.

Based on the D and F list and Attendance rates students need additional academic support for their individual independent study courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Engagement	2022-23 High School - Engagement: 56%	Increase by 5%
Galileo Testing Results	Percentage of students who met/exceeded results: Elementary: grades 1-5 BOY - 9 students - Reading - 100% Math - 78% MOY - 10 students Reading - 90% Math - 80% EOY - 11 students Reading - 83% Math - 66% Middle School - grades 7-8 BOY - 12 students Reading - 50%	Increase individual scores by 5% in each of the categories for each of the grade level bands - elementary and secondary.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Math - 42%</p> <p>MOY - 12 students - ELA, 11 students - Math Reading - 50% Math - 27%</p> <p>EOY - 12 students Reading - 66% Math - 33%</p> <p>High School: BOY - 49 students Reading - 76% Math - not tested</p> <p>MOY - 48 students - ELA, 39 students - Math Reading - 54% Math - 54%</p> <p>EOY - 56 students - ELA, 42 students - Math Reading - 71% Math - 50%</p>	
PBE Used K-12	50% of teachers used learning targets in goal setting with their students	Teachers will use "I can" statements at least quarterly with their students.
CAASPP Scores	<p>2022-23 All Students ELA - 65.85% Math - 35.14%</p> <p>Source = DataMatters Elementary (grades 1-5) Reading - 66% (6/9 students) Math - 55% (5/9 students)</p> <p>Secondary: 7-12: Reading - 68% (19/28 students) Math - 30% (8/27 students)</p>	Increase individual scores by 5% for both secondary and elementary student scores.
D and F list	D & F List Middle School - 7-8 Fall: 11 students	Decrease amount of D and F's by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>15% of courses final grade of D/F (10/66) 27% of students earned a D/F - 3/11</p> <p>Spring: 12 students 20.8% of courses final grade of D/F 33% of students earned a D/F - 4/12</p> <p>High School - 9-12 Fall: 59 Students 15.6% of courses final grade of D/F (50/321) 30.5% of students earned a D/F (18/59)</p> <p>Spring: 71 students 17.2% of courses final grade of D/F (63/365) 38% of students earned a D/F (27/71)</p>	
Alternative Schools of Choice Survey	Student responses to "my school provides different opportunities and ways for me to show what I know" - 96.75%	Increase response to 98%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will receive professional development on the use of proficiency-based strategies effective for independent study, enabling them to utilize district learning targets to create 'I can' statements in their work with students throughout the year. The focus will be on math and ELA to help students improve their ability to meet or exceed standards in Galileo and CAASPP testing and consistently complete weekly assignments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

Title II Part A: Improving Teacher Quality
Professional Development.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will use learning targets with 'I can' statements to enhance their agency in learning. They may demonstrate mastery in various ways based on learning targets and 'I can' statements. Teachers will utilize strategies from PBE to enrich learning within the independent study model. Students will set goals and demonstrate what they know during their 1-to-1 teacher meetings (7-12) or daily instruction (K-6). Students who cannot demonstrate mastery will receive additional support and materials to show 'at least partial understanding of the skill or task,' with opportunities to demonstrate mastery when ready

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
Centralized District Funds - Teacher Leader
Team member stipend - California School
Leadership Academy (CSLA) grant.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The NOVA/Hill Education teachers and staff will meet monthly to discuss and create 'I can' statements that align with the district's essential standards. Students should be able to address at least one 'I can' statement related to the content of their weekly assignments.

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: 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.

Overall CAASPP scores improved in both ELA and Math. ELA went from 49.45% in 21/22 to 65.86% 22/23, while math scored increased from 24.18% in 21/22 to 35.13% in 22/23. Utilizing a variety of strategic interventions proved helpful in targeting students needing additional support. Implementing proficiency scales and learning targets has been challenging but NOVA teachers have students demonstrate mastery in a multitude of ways. NOVA teachers individualize student academic plans to allow for student agency.

High school students used Apex for science, world language, and math, avoiding co-enrollment. The middle school Apex model for math in 2021-2022 proved ineffective and was replaced with materials used prior to 2021 school year, which CAASPP scores demonstrate were more effective. Student opt-outs and NOVA's transient nature hinder accurate data collection for assessing student progress therefore, local data is also being collected.

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

Additional funds were allocated to support staff and provide extra teaching hours to connect with and assist students

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

Raising student scores is challenging in a transient environment where rapid shifts make targeted interventions difficult. NOVA staff continuously analyze data, research independent best practices, and engage in meaningful discussions to identify effective and efficient ways to enhance student performance. Independent study protocols often suggest sending students back to their home schools if they fail to show improvement, but this may not always be feasible or in the best interest of the student. Consequently, some students will remain in the program, doing their best in the current circumstances. The COST team and the focus on PBIS will be utilized to help students understand the demands of independent study and provide support if they are struggling.

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	\$1736
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,236.00

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 II Part A: Improving Teacher Quality	\$1,736.00

Subtotal of additional federal funds included for this school: \$1,736.00

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 (\$)
Lottery: Instructional Materials	\$500.00

Subtotal of state or local funds included for this school: \$500.00

Total of federal, state, and/or local funds for this school: \$2,236.00

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

Name of Members	Role
Kessa Early	Principal
Jennifer Russell	Other School Staff
Tracy Kreling	
Julie Adams	Classroom Teacher
Melissa Diaz	Classroom Teacher
Melissa Remi	Parent or Community Member
Thelma Escobar	Parent or Community Member
Leah Balasch	Parent or Community Member
Logan Woodard	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

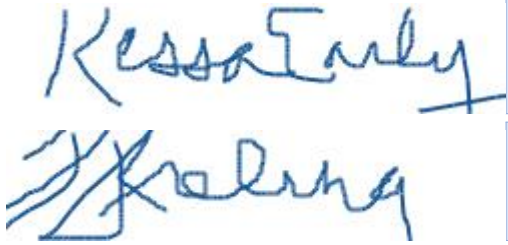
Committee or Advisory Group Name

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 11/02/2023.

Attested:



The image shows two handwritten signatures in blue ink. The top signature is 'Kessa Early' and the bottom signature is 'Tracy Kreling'.

Principal, Kessa Early on 11/2/2023

SSC Chairperson, Tracy Kreling on 11/2/2023