



NOVATO UNIFIED SCHOOL DISTRICT

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Novato Unified School District	Dr. Julie Synyard Executive Director Education Services	jsynyard@nUSD.org 415-493-4242

Goal 1

Goal Description

BROAD GOAL 1 - Culture of Caring: Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses. In 2023-2024, each school will prioritize the support of students experiencing chronic absenteeism as this area was identified for Differentiated Assistance for NUSD's English Learners, Students with Disabilities, and Homeless Youth.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Priority 3 - Parent Involvement</p> <p>Increased Usage of Community Liaison</p> <p>1. Number of contacts</p> <p>2. Frequency of Services Provided</p>	<p>This is a new action item and goal area. Data from 2021-22 will provide a baseline.</p>	<p>Between 100 to 150 interactions per community liaison monthly</p>	<p>Baseline of 150 interactions per month met by community liaisons</p>	N/A	<p>To be determined after baseline is established in 2021-22 - Baseline 150 interactions per month.</p>
<p>Priority 5 - Pupil Engagement</p> <p>Increased positive response to NUSD Youth Truth Survey Mental Health Questions #2 and #4.</p> <p>QUESTION 2. When I'm feeling upset, stressed, or having problems...my school has programs or services that help me.</p> <p>QUESTION 4. When I'm feeling upset, stressed or having problems...there is an adult from school who I can talk to about it.</p>	<p>Elementary- Question 4 to be added on the survey in 2021-2022 school year</p> <p>Middle School Q2: 3.04 (30th percentile) Q4: 2.85 (3rd percentile)</p> <p>High School Q2: 3.01 (26th percentile) Q4: 2.92 (13th percentile)</p>	<p>February 2022</p> <p>Elementary Q4 (18th percentile)</p> <p>Middle School Q2 3.06 (24th percentile) Q4 2.94 (10th percentile)</p> <p>High School Q2 3.18 (48th percentile) Q4 3.05 (29th percentile)</p>	<p>February 2023</p> <p>Elementary Q4 2.25 (20th percentile)</p> <p>Middle School Q2 (55th percentile) Q4 2.84 (6th percentile)</p> <p>High School Q2 (74th percentile) Q4 3.03 (23rd percentile)</p>	<p>Survey will not be administered until February 2024</p>	<p>Elementary- Q2: 25th percentile Q4: 25th percentile</p> <p>Middle School- Q2: 35th percentile Q4: 10th percentile</p> <p>High School- Q2: 30th percentile Q4: 20th percentile</p>
<p>Priority 6 -School Climate Suspension Rate</p> <p>California School Dashboard State Indicator</p>	<p>2019-20 Dashboard All Students 3%</p> <p>Racial Ethnic Groups African American 8.9% (declined)</p>	<p>2021 State Indicator NOT reported on Dashboard Alternative Data Source: CDE Data Quest Report 2020-21 Suspension Rate All Students 0.3%</p>	<p>2022 Dashboard All Students 2.3%</p> <p>Racial Ethnic Groups African American 6.3%</p>	<p>2023 Dashboard All Students 2.5%</p> <p>Racial Ethnic Groups African American 6.5%</p>	<p>Suspension rates will decrease by a minimum of 1% in each student group.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Percentage of K-12 students who have been suspended at least once in a given school year. Note: Students who are suspended multiple times are only counted once</p>	<p>American Indian/Native Alaskan 0%(maintained) Asian 0.9%(maintained) Filipino 2.6% (maintained) Hispanic/Latino 3.5% (declined) Native Hawaiian/Pacific Islander 8.7% (declined) White 2.6% (maintained) Two or more races.5% (declined)</p> <p>English Learners 3.3% (maintained) Socioeconomically Disadvantaged 4% (declined) Foster Youth 3.4% (declined) Homeless Youth 5.8% (increased) Students with Disabilities 5.8% (declined)</p>	<p>Racial Ethnic Groups African American 1.7% American Indian/Native Alaskan 1.8% Asian 0.3% Filipino 0.0% Hispanic/Latino 0.2% Native Hawaiian/Pacific Islander 0.0% White 0.3% Two or more races 1.0%</p> <p>English Learners 0.4% Socioeconomically Disadvantaged 0.5% Foster Youth 0.0% Homeless Youth 0.6% Students with Disabilities 1.3%</p>	<p>American Indian/Native Alaskan 4% Asian 0.8% Filipino 1.5% Hispanic/Latino 3.4% Native Hawaiian/Pacific Islander NPL White 0.9% Two or more races 2.9%</p> <p>English Learners 3.5% Socioeconomically Disadvantaged 3.7% Foster Youth 25.9% Homeless Youth 3.4% Students with Disabilities 4.8%</p>	<p>American Indian/Native Alaskan 0% Asian 0.5% Filipino 3% Hispanic/Latino 4.3% Native Hawaiian/Pacific Islander NPL White 1.2% Two or more races 2.6%</p> <p>English Learners 4% Socioeconomically Disadvantaged 4.3% Foster Youth 28.6% Homeless Youth 5.8% Students with Disabilities 4.7%</p> <p>OR Data Matters 12/21/23 0.9% (62 students)</p>	
<p>Priority 6 - School Climate Expulsion Rate</p> <p>California School Dashboard State Indicator</p>	<p>2019-20 0.1% (6 expulsions)</p>	<p>2021 State Indicator NOT reported on Dashboard Alternative Data Source: CDE Data Quest Report</p> <p>2020-21 Expulsion Rate 0.0% (1 expulsion)</p>	<p>2021-22 CDE Data Quest Report 2021- 22 Expulsion Rate 0.00%</p>	<p>2022-23 CDE Data Quest Report Expulsion Rate: 0.1% (8)</p>	<p>0%</p>
<p>Priority 5 - Pupil Engagement Chronic Absenteeism Rate</p> <p>California School Dashboard State Indicator</p> <p>The percentage of K-8 students who are absent 10 percent or more of the instructional days they were enrolled.</p>	<p>2019 Dashboard All Students 6.5% (Maintained)</p> <p>Racial Ethnic Groups African American 17.7% (declined) American Indian/Native Alaskan 5.7% (declined) Asian 3.8% (increased) Filipino 2.2% (declined)</p>	<p>2021 State Indicator NOT reported on Dashboard Alternative Data Source: CDE Data Quest Report</p> <p>2020-21 Chronic Absenteeism Rate All Students 7.4%</p> <p>Racial Ethnic Groups African American 28%</p>	<p>2022 Dashboard All students 16.4% (High)</p> <p>Racial Ethnic Groups African American 27.6% American Indian/Native Alaskan 26.9% Asian 6% Filipino 16.7% Hispanic/Latino 20.2% Native Hawaiian/Pacific Islander 18.2%</p>	<p>2023 Dashboard All students 18.5%</p> <p>Racial Ethnic Groups African American 25.5% American Indian/Native Alaskan NPL Asian 14.9% Filipino 16.2% Hispanic/Latino 22.2% Native Hawaiian/Pacific Islander NPL</p>	<p>Chronic Absenteeism rates will decrease by a minimum of 1% in each student group.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Hispanic/Latino 7.9% (increased) Native Hawaiian/Pacific Islander 7.7% (declined) White 5% (maintained) Two or more races 6.5% (declined)</p> <p>English Learners 7.4% (increased) Socioeconomically Disadvantaged 9.6% (maintained) Foster Youth 14.3% (declined) Homeless 19.1% (declined) Students with Disabilities 10.4% (increased)</p>	<p>American Indian/Native Alaskan 23.6% Asian 1.3% Filipino 5.3% Hispanic/Latino 10% Native Hawaiian/Pacific Islander 20% White 4.4% Two or more races 6.1%</p> <p>English Learners 13.6% Socioeconomically Disadvantaged 13.1% Foster Youth 19% Homeless 25.7% Students with Disabilities 13%</p>	<p>White 12.7% Two or more races 16%</p> <p>English Learners 21% Socioeconomically Disadvantaged 22.4% Foster Youth 50% Homeless 35.4% Students with Disabilities 27.5%</p>	<p>White 14.7% Two or more races 14.6%</p> <p>English Learners 21.5% Socioeconomically Disadvantaged 23.7% Foster Youth NPL Homeless 37.5% Students with Disabilities 27.9%</p>	
Number of students Referred to SARB	2020-21 33 students	2021-22 25 students	2022-23 29 students	August - December 2023 10 Students	The number of students referred to SARB will decrease by 50%.
Priority 3 - Parent involvement Language Line Interpretation Service Usage Note: Special Education calls excluded	2020-21 410 calls and video conferences	2021-22 173 calls and video conferences	2022-23 125 calls and video conferences	July - December 2023 112 calls or video conferences	The number of calls and video conferences will increase by 20%.
Priority 5 - Pupil Engagement Number of Bilingual Teachers Hired	2020-21 4 teachers	2021-22 5 teachers	2022-23 3 teachers	August - December 2023 1 teacher	The number of bilingual teachers hired will increase by 50%.
Priority 5 - Pupil Engagement Middle School Dropout	2020-21 0	2021-22 0	2022-23 0	August - December 2023 0	Continue to have zero middle school dropout rate
Priority 5 - Pupil Engagement	2020-21	2021-22	2022-23	December 21, 2023	96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rates Data Source: NUSD DataMatters	96.8% average attendance rate	94% average attendance rate	94% average attendance rate	95.4% average attendance rate	
Priority 6 - School Climate Service Satisfaction Rates Based on Local Climate Survey	This is a new action item and goal area. Data from 2021-22 will provide a baseline using the following tools: 1. School Climate Survey (YouthTruth)	2021-22 Youth Truth Family Survey - Culture Question #4 My school creates a friendly environment. Elementary 4.23 60th percentile Middle 3.71 33rd percentile High 3.71 41st percentile	2022-23 Youth Truth Family Survey - Culture Question #4 My school creates a friendly environment. Elementary 4.27 68th percentile Middle 3.59 32nd percentile High 3.66 39th percentile	Survey to be administered February 2024	For 2020-21: Baseline to be determined established for 2022-23 with 2021-22 data. By 2024 Elementary - between 60-70 percentile Middle - between 30-40 percentile High - between 30-40 percentile

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	ACTION 1: Community Liaisons 2023-2024 Continue 2022-2023 Continue NUSD's community liaisons serve as a link between schools and families to support the social-emotional needs of students and to further their academic success. Community liaisons meet the various needs of identified students and families by: <ul style="list-style-type: none"> Fostering positive relationships between school and home. Collaborating with site staff, district personnel to meet the needs of 	Yes	Fully Implemented		All NUSD campuses have a community liaison.	\$829,802.00	\$379,685

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students and their families.</p> <ul style="list-style-type: none"> Communicating with families in English and Spanish. Referring students and families to outside agencies for services. Maintaining confidentiality with student information and interactions with families. 						
1.2	<p>ACTION 2: Mental Health Services 2023-2024 Continue 2022-2023 Continue</p> <p>Mental Health Services Mental health care for children involves helping them reach appropriate developmental milestones and supporting them to cope with traumatic events in their life. Focusing on all factors that potentially impinge the optimal mental health of a child is supported by evidence-based practices and emphasized through collaborative planning and service-delivery efforts with parents and educational staff.</p> <p>NUSD contracts the services of North Marin Community Services (NMCS) and Bay Area Community Resources (BACR) to provide counselors to campuses. Students are served at the point of need,</p>	Yes	Fully Implemented	<p>Fall Semester 2023</p> <p>North Marin Community Services Schools Served: Rancho Lu Sutton San Jose Sinaloa Middle Novato High Total students served = 249 (41 students served paid with Marin County PEI funds)</p> <p>Bay Area Community Resources Schools Served: Hamilton Loma Verde Lynwood Olive Pleasant Valley San Ramon San Marin</p>	Note: Payment moved to COVID funds		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	counseled in crisis, and provided ongoing family support.			Marin Oaks Total students served = 297			
1.3	<p>ACTION 3: Restorative Justice Teacher on Special Assignment Discontinued in 2021-2022</p> <p>Restorative Justice promotes values and principles that use inclusive, collaborative approaches for being in the community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.</p> <p>Key Goals of Restorative Discipline:</p> <ul style="list-style-type: none"> • To understand the harm and develop empathy for both the harmed and the harmer. • To listen and respond to the needs of the person harmed and the person who harmed. • To encourage accountability and responsibility through personal reflection within a collaborative planning process. • To reintegrate the harmer into the community as 						

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	<p>valuable, contributing members.</p> <ul style="list-style-type: none"> To create caring climates to support healthy communities. To change the system when it contributes to harm. <p>The Restorative Justice TOSA supports NUSD students and staff districtwide by developing strong cultural systems while implementing restorative practices that ensure all students find social, emotional, and academic success. This includes aligning time, resources, and support with the individual and collective needs of students.</p>						
1.4	<p>ACTION 4: Intervention Specialist (North Bay Security) 2023-2024 Continue 2022-2023 Continue</p> <p>Intervention Specialist (North Bay Security Contracted Service) Multi-funded contract North Bay Security personnel focuses on truancy and providing mentoring as an intervention strategy for students in grades K-8. NBS trained staff serves as a liaison between school staff and families to decrease chronic absenteeism and student suspensions with a focus on meeting the needs of underserved</p>	Yes	Fully Implemented	<p>From August through November 2023: 5150 Evaluation - 1 Parent Advice - 1 Staff Advice - 28 Attendance - 2 Behavior Defiance - 58 Bullying - 1 Campus Checks - 1,367 Criminal Investigation - 1 Drills (earthquake, fire & lockdown - 21 Drug Possession MJ - 2 Evaluate (under the influence MJ) - 21 Extra Patrol - 87 Home Visit - 86</p>		\$50,500.00	\$50,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>student groups. During the year, NBS personnel meet directly with students and families to discuss attendance issues, attend school site (SART) and district level attendance meetings (SARB), perform home visits to check on truant students. Trained personnel strive to provide solutions for families and mentor struggling students.</p>			<p>Meetings with NUSD Staff - 49 Presentations to Students - 21 Restorative Circles - 7 SARB - 7 SART 7 Student Mentoring - 22 Vaping 3 Verification of Residence - 2 Total Interactions: 1794</p>			
1.5	<p>ACTION 5: Newcomer Counselor Discontinued in 2021-2022</p> <p>The Newcomer Counselor supports all services and policies in place to support newcomer students to provide guidance to newcomer students, their families, and NUSD personnel in matters pertaining to students who have been in a US school for less than three years.</p> <p>The Newcomer counselor will support students and families in the following ways:</p> <ul style="list-style-type: none"> • Oversee intake process for newcomers and communicate information with school personnel. • Monitor academic progress and manage necessary supports • Personal counseling and crisis management 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Communicate to parents services provided to newcomer students Coordinate with community-based organizations to meet the needs of newcomer students and families. Consult and Coordinate NUSD school personnel, district administration and Site Leadership Team (SLT) and English Language Advisory Committee (ELAC) Coordination of Services Team (COST) participant. 						
1.6	<p>ACTION 6: Restorative Justice Specialist 2023-2024 Districtwide professional development will be implemented for one staff member at each school to develop the capacity of each school to facilitate and monitor restorative practices independently.</p> <p>2022-2023 Modify In 2021-2022 it was determined that an individual at each school must facilitate and support the restorative practices program for the school. This year was spent piloting this model in two schools, Rancho and Lynwood. .</p>	Yes	Partially Implemented	The first professional development session held in November 2023.	2023-2024 Districtwide professional development implemented for one staff member at each school to develop the capacity to facilitate and monitor restorative practices at the site level.	\$237,501.00	\$58,729

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The Restorative Justice Specialist works closely with students, staff and families to facilitate restorative practice strategies and programs to support a positive learning approach to discipline issues</p> <p>Responsible for conducting Peer Court, District Court, Restorative Circles and other interventions aligned with an evidence-based Restorative Justice Program. This action will be restructured and expanded to school-based services.</p>						
1.7	<p>ACTION 7: Translation Support 2023-2024 Continue 2022-2023 Continue</p> <p>To ensure meaningful communication with limited English-speaking families competent translation and interpretation services are available at all NUSD schools and the district central office.</p> <p>Supports include:</p> <ul style="list-style-type: none"> • Translation of site and district communications. • Availability of NUSD webpage to be viewed in a multitude of languages. • Interpretation by NUSD personnel and service contractors at public meetings, school events, 	Yes	Fully Implemented	July - December 112 calls or video conferences using Language Line		\$40,000.00	\$24,568

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>in-person conferences, and phone calls.</p> <ul style="list-style-type: none"> Contracted multi-lingual services of Language Line on-demand over the phone or virtually services for interpretation. 						
1.8	<p>ACTION 8: Hire Bilingual Teachers 2022-2023 Modify</p> <p>NUSD's Equity Imperative declares that every student have the support, encouragement, and assistance they need to succeed in school. To address the need to better serve the English learner student population and their families, NUSD continually seeks to hire bilingual teachers. Throughout the school year, NUSD Human Resources personnel attend recruiting fairs including those who promote diversity within and outside of California. NUSD is also a member of the California Association for Bilingual Education (CABE), which has a job corner to advertise positions. This action financially supports actions to hire bilingual staff.</p>			August - December One bilingual teacher hired			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	<p>ACTION 9: Contribution to Free and Reduced Meal Program/FANS Discontinued 2021-2022</p> <p>Contribution to Free and Reduced Meal Program (FRMP) to provide meals at no cost for students who are eligible for reduced price meals</p>						
1.10	<p>ACTION 10: Supporting MTSS 2022-2023 Modify</p> <p>School psychologists are uniquely posed to provide support to schools and district staff as they implement MTSS. NUSD Psychologists are responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high quality programming for students especially those with unique needs.</p> <p>Duties include, but not be limited to:</p> <ul style="list-style-type: none"> • Assist in the implementation of assessment recommendations for students as needed • Provide consultation and advice to administrators and teachers regarding intervention supports for struggling students • Coordinate, communicate and seek consultation 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with community agencies as appropriate. <ul style="list-style-type: none"> Assist family with collaboration with school to implement interventions Consultation around social emotional and behavioral systems and structures with Ed. Services Department 						
1.11							

Goal 2

Goal Description

BROAD GOAL 2 - Culture of Competence: 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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 8 - Student Outcomes California Dashboard State Indicator - ELA	2019 Dashboard Points Above or Below Standard All Students 7.4 Above Racial Ethnic Groups	2020-21 Student Outcomes ELA California State Indicator NOT reported on Dashboard	2022 Dashboard Points Above or Below Standard All Students 5.1 Above Racial Ethnic Groups	2023 Dashboard Points Above or Below Standard All Students 0.9 Above Racial Ethnic Groups	California Dashboard State Indicator for ELA will have a positive increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.</p> <p>Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.</p>	<p>African American 60.5 Below American Indian/Native Alaskan 27 Below Asian 51.1 Above Filipino 36.4 Above Hispanic/Latino 34.7 Below Native Hawaiian/Pacific Islander* White 39.8 Above Two or more races 30.1 Above</p> <p>English Learners 60.4 Below Socioeconomically Disadvantaged 36.2 Below Foster Youth 65.3 Below Homeless 77.2 Below Students with Disabilities 74.6 Below</p> <p>Note: * = Less than 11 students - data not displayed for privacy</p>		<p>African American 51.8 Below American Indian/Native Alaskan 53 Below Asian 56 Above Filipino 36.9 Above Hispanic/Latino 44.5 Below Native Hawaiian/Pacific Islander * White 45.7 Above Two or more races 43.7 Above</p> <p>English Learners 74.2 Below Socioeconomically Disadvantaged 47.7 Below Foster Youth * Homeless 87 Below Students with Disabilities 93.1 Below</p> <p>Note: * = Less than 11 students -data not displayed for privacy</p>	<p>African American 87.3 Below American Indian/Native Alaskan 68.7 Below Asian 62.4 Above Filipino 23.1 Above Hispanic/Latino 47.3 Below Native Hawaiian/Pacific Islander * White 42.5 Above Two or more races 33.5 Above</p> <p>English Learners 87.3 Below Socioeconomically Disadvantaged 52.4 Below Foster Youth * Homeless 82.6 Below Students with Disabilities 101.8 Below</p> <p>Note: * = Less than 11 students -data not displayed for privacy</p>	
<p>Priority 4 - Pupil Achievement California Dashboard State Indicator - Math</p> <p>This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.</p>	<p>2019 Dashboard Points Above or Below Standard All Students 10.3 Below</p> <p>Racial Ethnic Groups African American 97.8 Below American Indian/Native Alaskan 44.5 Below Asian 47.6 Above Filipino 11.6 Above Hispanic/Latino 57.2 Below Native Hawaiian/Pacific Islander * White 24.7 Above</p>	<p>2020-21 Student Outcomes Math California State Indicator NOT reported on Dashboard</p>	<p>2022 Dashboard Points Above or Below Standard All Students 43.7 Below</p> <p>Racial Ethnic Groups African American 105.9 Below American Indian/Native Alaskan 72.9 Below Asian 31.1 Above Filipino 8.2 Above Hispanic/Latino 86 Below Native Hawaiian/Pacific Islander* White 4.7 Above</p>	<p>2023 Dashboard Points Above or Below Standard All Students 31.4 Below</p> <p>Racial Ethnic Groups African American 139.3 Below American Indian/Native Alaskan 114.8 Below Asian 38.3 Above Filipino 13.2 Below Hispanic/Latino 80 Below Native Hawaiian/Pacific Islander * White 9.2 Above</p>	<p>California Dashboard State Indicator for math will have a positive increase.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.	Two or more races 19.2 Above English Learners 76.6 Below Socioeconomically Disadvantaged 60.2 Below Foster Youth 78 Below Homeless 92.7 Below Students with Disabilities 99.6 Below Note: * = Less than 11 students - data not published for privacy		Two or more races 10 Above English Learners 105.9 Below Socioeconomically Disadvantaged 90.5 Below Foster Youth * Homeless 122.1 Below Students with Disabilities 123.2 Below Note: * = Less than 11 students -data not displayed for privacy	Two or more races 10.2 Above English Learners 105.8 Below Socioeconomically Disadvantaged 83.4 Below Foster Youth * Homeless 112.6 Below Students with Disabilities 129.3 Below Note: * = Less than 11 students -data not displayed for privacy	
Priority 4 - Pupil Achievement Smarter Balanced data: Percentage of students who have met or exceeded ELA standards	2018-19 Scores All Students 55.10% Racial Ethnic Groups African American 29.78% American Indian/Native Alaskan 40% Asian 72.28% Filipino 67.65% Hispanic/Latino 33.99% Native Hawaiian/Pacific Islander* White 71.71% Two or more races 67.73% English Learners 5.53% Socioeconomically Disadvantaged 33.65% Foster Youth* Homeless Youth 15.87% Students with Disabilities 22.59% Note: * = Less than 11 students - data not published for privacy	Note: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results. 2020--21 Scores All Students 49.75% Racial Ethnic Groups African American 30.67% American Indian/Native Alaskan 31.03% Asian 72.60% Filipino 50% Hispanic/Latino 30% Native Hawaiian/Pacific Islander White 66.76% Two or more races 63.30% English Learners 5.84%	2021-2022 Scores All Students 55.36% Racial Ethnic Groups African American 28.79% American Indian/Native Alaskan 34.61% Asian 78.12% Filipino 79.41% Hispanic/Latino 32.85% Native Hawaiian/Pacific Islander * White 73.72% Two or more races 72.22% English Learners 7.22 % Socioeconomically Disadvantaged 31.89% Foster Youth * Homeless 14.90% Students with Disabilities 21.71% Note: * = Less than 11 students - data not published for privacy	2022-2023 Scores All Students 52.89% Racial Ethnic Groups African American 22.23% American Indian/Native Alaskan 31.25% Asian 77.96% Filipino 70.37% Hispanic/Latino 33.62% Native Hawaiian/Pacific Islander * White 69.97% Two or more races 64.51% English Learners 7.51% Socioeconomically Disadvantaged 31.06% Foster Youth * Homeless 15.10% Students with Disabilities 21.52% Note: * = Less than 11 students - data not published for privacy	The total number of students who meet or exceed standards for ELA will increase by a minimum of 3% and will show an increase in each student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Socioeconomically Disadvantaged 28.85% Foster Youth - not available Homeless 10.47% Students with Disabilities 18.64%			
Priority 4 - Pupil Achievement Smarter Balanced data: Percentage of students who have met or exceeded Math standards	2018-19 Scores All Students 48.57% Racial Ethnic Groups African American 18.95% American Indian/Native Alaskan 42.31% Asian 69.37% Filipino 57.14% Hispanic/Latino 28.10% Native Hawaiian/Pacific Islander* White 64.46% Two or more races 60.37% English Learners 4.84% Socioeconomically Disadvantaged 27.13% Foster Youth* Homeless Youth 11.11% Students with Disabilities 20.56% Note: * = Less than 11 students - data not published for privacy	Note: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results. 2020-21 Scores All Students 37.64% Racial Ethnic Groups African American 14.87% American Indian/Native Alaskan 20.69% Asian 63.34% Filipino 36.11% Hispanic/Latino 18% Native Hawaiian/Pacific Islander White 54.18% Two or more races 54.46% English Learners 5.84% Socioeconomically Disadvantaged 16.41% Foster Youth - not available Homeless 7.06% Students with Disabilities 12.36%	2021-2022 Scores All Students 38.90% Racial Ethnic Groups African American 13.64% American Indian/Native Alaskan 25.92% Asian 64.77% Filipino 52.94% Hispanic/Latino 18.54% Native Hawaiian/Pacific Islander* White 54.86% Two or more races 56.78% English Learners 5.43% Socioeconomically Disadvantaged 18.14% Foster Youth * Homeless Youth 6.38% Students with Disabilities 14.57% Note: * = Less than 11 students - data not published for privacy	2022-2023 Scores All Students 40.83% Racial Ethnic Groups African American 13.12% American Indian/Native Alaskan 31.25% Asian 64.32% Filipino 42.31% Hispanic/Latino 21.65% Native Hawaiian/Pacific Islander * White 69.97% Two or More Races 56.51% English Learners 7.76% Socioeconomically Disadvantaged 19.45% Foster Youth * Homeless Youth 7.81% Students with Disabilities 15.42% Note: * = Less than 11 students - data not published for privacy	The total number of students who meet or exceed standards for ELA will increase by a minimum of 3% and will show an increase in each student group.
Priority 4 - Pupil Achievement English Learner Progress	2019-20 40.7%	2020-21 English Learner Progress California State	2022 Dashboard 46.9%	2023 Dashboard 48.5%	50% of students will make progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California Dashboard State Indicator The percentage of EL students making progress towards English language proficiency or maintaining the highest level. Data based on Summative and Alternative ELPAC results.		Indicator NOT reported on Dashboard Alternative Data Source: 20-21 English Language Proficiency Assessment for California (ELPAC) test Scores 13.98% Proficient 33.66% Moderately Developed			
Priority 4 - Pupil Achievement Reclassified as Fluent English Proficient Per reclassification criteria set forth in California Education Code Section 313 and Title 5 California Code of Regulations Section 11303.	2019-20 285 students	NOTE: In prior years, as part of this data release, the CDE has released data reports and downloadable data files on Annual Reclassification (RFEP) Counts and Rates. However, in 2020–21, the collection of annual RFEP data transitioned from the Fall 1 collection (Census Day) to the End-of-Year (EOY) collection in CALPADS. As a result, the CDE will be developing new DataQuest reports to support this transition, which should be released later this year. 2020-2021 77 students 2021-2022 127 students Data Source: DataMatters	2022-23 174 students	August to December 2023 87 students	Students who will be Reclassified as Fluent English Proficient will increase by 5%.
Priority 5 - Pupil Engagement Graduation Rate California Dashboard State Indicator	2019 Dashboard All Students 91.6% Racial Ethnic Groups African American 75% American Indian/Native Alaskan *	2020-21 Graduation Rate California State Indicator NOT reported on Dashboard Alternative Data Source: CDE 2021 Graduation Additional Report	2022 Dashboard All Students 90% Racial Ethnic Groups African American 78%	2023 Dashboard All Students 93.6% Racial Ethnic Groups African American 84.6%	The graduation rate for all students will reach a minimum of 95% and show a positive increase in all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percentage of students who receive a standard high school diploma or complete their graduation requirements at an alternative school.	<p>Asian 100% Filipino * Hispanic/Latino 88.4% Native Hawaiian/Pacific Islander * White 93% Two or more races 97.1%</p> <p>English Learners 69.7% Socioeconomically Disadvantaged 88.8% Foster Youth* Homeless * Students with Disabilities 87.1%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	<p>All Students: 91.7%</p> <p>Racial Ethnic Groups African American 93.3% American Indian/Native Alaskan * Asian 100% Filipino 90.9% Hispanic/Latino 88% Native Hawaiian/Pacific Islander * White 94.4% Two or more races 91.8%</p> <p>English Learners 78.7% Socioeconomically Disadvantaged 88.3% Foster Youth * Homeless 58.3% Students with Disabilities 61.8%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	<p>American Indian/Native Alaskan * Asian 96.9% Filipino * Hispanic/Latino 84.2% Native Hawaiian/Pacific Islander* White 94.4% Two or more races 93.8%</p> <p>English Learners 69.1% Socioeconomically Disadvantaged 84.8% Foster Youth* Homeless 61.5% Students with Disabilities 73.6%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	<p>American Indian/Native Alaskan * Asian 100% Filipino * Hispanic/Latino 92.1% Native Hawaiian/Pacific Islander* White 94.4% Two or more races 94.7%</p> <p>English Learners 78.9% Socioeconomically Disadvantaged 91.1% Foster Youth * Homeless* Students with Disabilities 77.6%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	
<p>Priority 5 - Pupil Engagement High School Four-Year Adjusted Cohort Outcome - Dropout</p> <p>This report displays the number and percentage of students in the four-year cohort who dropped out of school.</p>	<p>2019-20 All students 3.5%</p> <p>Racial Ethnic Groups African American 5.9% American Indian/Native Alaskan* Asian 0% Filipino* Hispanic/Latino 6.2% Native Hawaiian/Pacific Islander* White 2.3% Two or more races 2.9%</p> <p>English Learners 11.1% Socioeconomically Disadvantaged 5.6%</p>	<p>2020-21 All students 4.0%</p> <p>Racial Ethnic Groups African American 0.0% American Indian/Native Alaskan* Asian 0.0% Filipino* Hispanic/Latino 6.0% Native Hawaiian/Pacific Islander* White 2.8% Two or more races 3.9%</p> <p>English Learners 12.1%</p>	<p>2021-22 All students 5.0%</p> <p>Racial Ethnic Groups African American 15.8% American Indian/Native Alaskan* Asian 3.1% Filipino* Hispanic/Latino 8.1% Native Hawaiian/Pacific Islander* White 1.9% Two or more races 3,1%</p> <p>English Learners 15.8%</p>	<p>2022-23 All students 5.3%</p> <p>Racial Ethnic Groups African American 7.7% American Indian/Native Alaskan* Asian 0% Filipino * Hispanic/Latino 6,3% Native Hawaiian/Pacific Islander * White 5% Two or more races 5.3%</p> <p>English Learners 17.4%</p>	The dropout rate for all students will decrease by 1% and demonstrate a decrease in all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Foster Youth* Homeless 8.7% Students with Disabilities 9.3% Note: * = Less than 11 students - data not published for privacy	Socioeconomically Disadvantaged 7.4% Foster Youth* Homeless 25% Students with Disabilities 15.5% Note: * = Less than 11 students - data not published for privacy	Socioeconomically Disadvantaged 7.3% Foster Youth * Homeless 7.7% Students with Disabilities 6.2% Note: * = Less than 11 students - data not published for privacy	Socioeconomically Disadvantaged 7.2% Foster Youth * Homeless 0% Students with Disabilities 10.9% Note: * = Less than 11 students - data not published for privacy	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>ACTION 1: MTSS Coordinator 2023-24 Continue</p> <p>2022-2023 Modify Title changed to Coordinator of Curriculum and Instruction</p> <p>A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. The MTSS coordinator for Novato Unified School District supports the Multi-Tiered System of Supports that has a strong focus on serving the needs of economically disadvantaged, English learners, foster youth, and homeless students.</p> <p>The MTSS Coordinator supports students, families, school sites the district central office in the following ways:</p>	Yes	Fully Implemented			\$159,897.00	\$79,749

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Provides training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports (MTSS) at the district and school levels. • Coordinates MTSS staff development activities for school-based and district personnel. • Collaborates with school community liaisons to utilize available resources to address concerns and meet the needs of students and families. • Overseas District English Language Advisory Committee (DELAC). • Ensures compliance and adherence to district procedures, state guidelines, and federal regulations for English learners, foster youth, and homeless programs. 						
2.2	<p>ACTION 2: AVID Sections 2023-2024 Continue 2022-2023 Continue</p> <p>Advancement Via Individual Determination (AVID) is an in-school academic support program</p>	Yes	Fully Implemented	AVID Classes Fall 2023 Hamilton = 1 San Jose = 4 Sinaloa = 2 Novato High = 4 San Marin = 4 Total Sections = 15		394,499.00	\$138,050

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>for grades seven through twelve. The purpose of the program is to prepare students for college admission, especially underrepresented students who will be the first in their families to attend college. NUSD's AVID program is designed as an elective course for 7th-12th-grade students at both comprehensive high schools and all three middle schools. All high school AVID courses are A- G approved which supports students to meet A-G eligibility requirements upon graduation. NUSD's AVID program has measurable success, and data shows that the program is effectively closing the achievement gap for AVID elective students. NUSD AVID instructors are trained to use AVID strategies and attend ongoing professional development to enhance instructional skills. NUSD provides each secondary school with class sections to ensure that low-income, English learners and students of color have the opportunity to enroll in the AVID program during or after the school day.</p>						
2.3	<p>ACTION 3: English Learner Teacher on Special Assignment (TOSA) 2023-24 Continue</p> <p>2022-2023 Modified Position changed to Coordinator ELD Coordinator during 22-23</p>	Yes	Fully Implemented			180,628.00	\$90,175

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>school year. Also funded 100% with LCFF Supplemental</p> <p>The English Language Development Coordinator supports the implementation of the TK-12 ELD program in compliance with District, State and Federal policies. The function of this position includes, but is not limited to, implementing the District’s adopted Master Plan for English Learners, providing instructional support to school staff and developing intervention programs to assist children to be reclassified as proficient in English. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to reflect the principal job elements accurately.</p> <p>2020-21 The NUSD EL TOSA promotes and supports the success of English learners districtwide. The TOSA 's primary goal is to monitor the progress of English Learners to ensure appropriate placement and academic success, assist in identifying professional development needs and act in an advisory capacity to staff and parents regarding state and federal guidelines concerning English learner education. This is a multifunded position.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>EL TOSA Essential Duties Include:</p> <ul style="list-style-type: none"> • Support Implementation of Designated and Integrated ELD at all schools. Both integrated and designated ELD are provided to English learners. Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers who have ELs in their classrooms. Designated ELD is provided to ELs by skilled teachers during a protected time during the regular school day. • Communicates information and research data to schools to build capacity in staff to access, interpret and act effectively on data to inform instruction and refine programming decisions for English learners. • Provides professional development and instructional coaching to support teachers in maximizing English learner students' language acquisition and academic success. • Collaborates with school administrators regarding necessary testing for identified students, EL reclassification process, 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and monitoring academic progress of reclassified students for four years following their reclassification.</p> <ul style="list-style-type: none"> Assists with the development and implementation of a district-wide EL Master Plan. 						
2.4	<p>ACTION 4: Expanded EL Classes (MS/High/Alternative) 2023-2024 - Continue 2022-2023 - Continue</p> <p>The purpose of English Language Development (ELD) is to actively engage students in learning language structures and vocabulary. ELD lessons can be related to academic content, however, the core purpose of ELD is language acquisition. Smaller English Language Development (ELD) classes support English learners in developing language skills.</p>	Yes	Fully Implemented	Fall Semester 2023 Middle School =11 High School = 11 Total sections = 22		620,240.00	\$250,047
2.5	<p>ACTION 5: English Language Development - Professional Development 2022-23 Discontinue</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Certificated staff receive training to help guide instruction for English learners who are developing the English language skills needed to be reclassified as proficient in English and to engage successfully with state subject-matter standards for college-and career-readiness.</p>						
2.6	<p>ACTION 6: Intervention Software (APEX) 2023-224 Continue - Vendor now Edmentum 2022-223 Continue</p> <p>This online program provides strategic support for students for credit recovery to increase the number of students meeting the UC/CSU entrance requirements. The software remediates gaps in learning by building grade-level proficiency using standards-based instruction, practice, and review.</p>	Yes	Fully Implemented	Fall Semester 2023 NHS = 1 San Marin High = 1 Marin Oaks = 6 Total Sections = 8		74,000.00	\$73,457
2.7	<p>ACTION 7: Extended Learning - Camp University 2023-24 Continue 2022-23 Continue/Modify - Four week program</p> <p>Camp University is a five-week program that provides grades 1-5 English learners with the</p>	Yes	Fully Implemented	Summer 2023 140 students attended		\$130,000.00	\$9,141

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>opportunity to continue to learn safely with NUSD over the summer. Credentialed teachers work with students to build their capacity to read, listen, speak, and write in English. Imagine Learning Language Literacy software is used as the pre and post-program assessment. State-mandated English Learner Proficiency Assessment for California (ELPAC) test scores are also reviewed to measure growth in English Language Development. NUSD contracts the services of Marin YMCA to provide afternoon enrichment activities for program participants. Participating in recreational activities is an effective way for campers to develop language and communication skills in a fun-filled and relaxed environment. Students are provided breakfast/lunch and offered bus transportation to and from the program site.</p>						
2.8	<p>ACTION 8: Hamilton Meadow Park Elementary Hamilton Meadow Park Elementary</p> <p>2023-2024 Item #1: Project Coordinator (0.12 FTE) Description: Twenty percent of the Project Coordinator's job duties are focused on expanding and enhancing the services and support</p>	Yes			Actions implemented	42,165.00	\$15,788

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>for unduplicated students. This includes data monitoring, intervention, and family communication. This is a multi-funded position, with the allocation based upon unduplicated pupil counts.</p> <p>Item #2: Hourly English Learner Support Description: Provides support to address the academic needs of English learners.</p> <p>Item #3: Before and during school Intervention for Unduplicated Students Description: Certificated personnel providing math intervention for unduplicated middle school students, and ELA/Reading intervention/support for primary grade unduplicated students.</p> <p>2022-2023 Actions completed Item #1: Project Coordinator (0.33 FTE) Description: One third of the Project Coordinator's job duties are focused on expanding and enhancing the services and support for unduplicated students. This includes data monitoring, intervention, and family communication. This is a multi-funded position, with the allocation based upon unduplicated pupil counts.</p> <p>Item #2: Hourly English Learner Support</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Description: Provides support to address the academic needs of English learners.</p> <p>Item #3: Before and Afterschool Intervention for Unduplicated Students Description: Certificated personnel providing math intervention for unduplicated middle school students, and ELA/Math support for primary grade and middle school unduplicated students.</p> <p>Item #4: Afterschool Intervention for English Learners Description: Classified staff member providing afterschool intervention class for EL students.</p>						
2.9	<p>ACTION 9: Loma Verde Elementary School Loma Verde Elementary School</p> <p>2023-2024</p> <p>Item #1: Small Group Intervention Description: Provide additional reading and math support to our English Learner thru small group and 1:1 intervention</p> <p>Item #2: TK-K incoming student and Parent for English Learner Families support Description: Provide targeted language development support for our unduplicated TK-K students in a small group and 1:1 setting. Provide support for our EL parents</p>	Yes			Actions implemented	31,987.00	\$16,257

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>by offering educational classes on different topics.</p> <p>Item #3: DATA driven targeted small group workshops for our 3rd - 5th grade English Learners. Description: To provide a pull-out workshop to allow student to ELPAC practice and work on strategies. Also, by working with the DATA specialist to help better identified the specific ELD standard a 3rd -5th grade EL student may need additional support with.</p> <p>2022-2023 - Actions Implemented Item #1: Small Group Intervention for English Learners Description: Intervention to address the academic needs of English learners</p> <p>Item #2: Summer Grade Level PD Days (English Language Development Curriculum) Description: Two days for credentialed staff to plan and map ELD curriculum for the school year.</p> <p>Item #3: Programs for Immigrant Students Description: Specific trauma informed practices to support Newcomers and socio-economically disadvantaged students and their families.</p> <p>Item #4: Multi-tiered Systems of Support (MTSS) for English Learners Description: Developing Multi-tiered Systems of Support (MTSS) to support academic needs of English</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Learners. This action includes small group intervention support for EL/Newcomers and the purchase of supplemental materials for EL students.						
2.10	<p>ACTION 10: Lu Sutton Elementary School Lu Sutton Elementary School</p> <p>2023-2024 Item #1: Social Emotional Learning (SEL) Support for Low Income & English Learners Description: Trauma Informed small group and 1:1 intervention for low income students and EL/Newcomers. Purchase of SEL materials to help low income and EL/Newcomer students understand and communicate feelings as well as calming corners stocked in each classroom.</p> <p>Item #2: Parent Education and Engagement for English Emerging Families Description: Renew online program, Rosetta Stone, for parents of EL students to support English language development. Provide parent education classes throughout the year on various topics including technology education.</p> <p>Item #3: Multi-tiered Systems of Support (MTSS) for English Learners</p>	Yes			Actions implemented	34,249.00	\$5,961

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Description: Developing Multi-tiered Systems of Support (MTSS) to support academic needs of English Learners. This action includes small group intervention support for EL/Newcomers.</p> <p>Item #4: Reading and Math Intervention for EL/Newcomer Students Description: Provide additional reading support to EL/Newcomer students through small group and 1:1 settings.</p> <p>2022-2023 - Actions Completed Item #1: Social Emotional Learning (SEL) Support for Low Income & English Learners Description: Trauma Informed small group and 1:1 intervention for low income students and EL/Newcomers. Purchase of SEL materials to help low income and EL/Newcomer students understand and communicate feelings.</p> <p>Item #2: Parent Education and Engagement for English Emerging Families Description: Renew online program, Rosetta Stone, for parents of EL students to support English language development. Provide 8 week class for our EL/Newcomer parents to learn how to use AERIES and clever, Konstella and school electronic communications to enhance parent engagement.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Item #3: Multi-tiered Systems of Support (MTSS) for English Learners Description: Developing Multi-tiered Systems of Support (MTSS) to support academic needs of English Learners. This action includes small group intervention support for EL/Newcomers and the purchase of supplemental materials for EL students.</p> <p>Item #4: Reading Intervention for EL/Newcomer Students Description: Provide additional reading support to EL/Newcomer students through small group and 1:1 settings</p>						
2.11	<p>ACTION 11: Lynwood Elementary School Lynwood Elementary School</p> <p>2023-2024 Item #1 ELD Support Description: A teacher with a bilingual authorization in Spanish will provide small group instruction to English Learners and new comers in small group settings 2-3 times per week. Students identified for support will be assigned through the MTSS process. Data on student progress will be maintained to determine continued eligibility or for dismissal.</p> <p>2022-2023 Action Completed Item #1: ELD Support</p>	Yes			Action implemented	24,071.00	\$1,897

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Description: Credentialed teacher provides ELD support. This is a multi-funded position, and only identified ELs are served.						
2.12	<p>ACTION 12: Olive Elementary School Olive Elementary School</p> <p>2023-2024 EL Specialist will work with students.</p> <p>2022-2023 - action completed Item #1: Intervention Teacher for English Learners Description: The is a multi-funded position. Credentialed teacher provides support only to identified ELs fifty-percent of the time.</p>	Yes			Action implemented	\$23,263.00	\$3,750
2.13	<p>ACTION: 13 Pleasant Valley Elementary School Pleasant Valley Elementary School</p> <p>2023-2024 Item #1: ELD Support and Reading Intervention Teacher Description: Provides ELD for EL students and reading support for all unduplicated students in need of additional support.</p> <p>2022-23 - Action Completed</p>	Yes			Action implemented	7,593.00	\$188

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Item #1: ELD Support and Reading Intervention Teacher Description: Provides ELD for EL students and reading support for all unduplicated students in need of additional support.</p>						
2.14	<p>ACTION 14: Rancho Elementary School Rancho Elementary School</p> <p>2023-2024 Item #1: ELD Support Description: Paraeducator providing academic support to EL students</p> <p>2022-2023 Action completed Item #1: ELD Support Description: Paraeducator providing academic support to EL students</p>	Yes			Action implemented	21,971.00	\$11,949
2.15	<p>Action 15: San Ramon Elementary School San Ramon Elementary School</p> <p>2023-2024 Item #1: Support for Low Income Students Description: Hire a paraeducator to support SED students during Universal Access</p> <p>2022-2023 - NUSD district funds paid for EL support. Site used funds</p>	Yes			Action implemented	14,701.00	\$8,022

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for additional hours for Community Liaison & EL supplemental materials Item #1: ELD Support for English Learners Description: Credentialed teacher provides ELD support.						
2.16	ACTION 16: Student Support Specialist 2023-204 Continue 2022-2023 Addition Teacher on Special Assignment to provide direct intervention services for students at each school. Services include: <ul style="list-style-type: none"> • English Language Development small group instruction • Math and ELA intervention • Social Emotional small groups to allow students to connect and build relationships and trust with each other outside of the academic content 	Yes	Fully Implemented			367,586.00	\$221,696
2.17	ACTION 17: English Language Development Specialists 2023-24 Continue 2022-23 Addition/moved from Focus Goal 5 - ELO Grant	Yes	Fully Implemented			459,538.00	\$252,057

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>With the support of Expanded Learning Opportunities Grant funds, NUSD piloted the implementation of EL Specialists at each school site. This model has been successful as evidenced through student academic and satisfaction data. The position will be expanded in the 2022-23 school year to include the following services at each school:</p> <ul style="list-style-type: none"> • Oversee intake process for newcomers and communicate information with school personnel. • Monitor academic progress and manage necessary supports • Provide guidance to newcomer and EL students and their families • Communicate to parents services provided to newcomer and EL students • Provide support and preparation for the ELPAC assessment and reclassification process • Data Entry and Analysis 						
2.18	<p>ACTION 18: ELPAC Assessment Examiners 2023-2024 Continue 2022-23 Addition moved from Goal 5 ELO Grant</p>	Yes	Fully Implemented	Fall 2023 Semester 300 Initial ELPAC exams administered	Twenty test examiners administered the Initial ELPAC	50,000.00	\$21,407

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Specialized staff responsible for consistent, high quality administration of the ELPAC Assessment. Responsibilities include:</p> <ul style="list-style-type: none"> Attend regular ELPAC Training and Practice Sessions Administer the ELPAC Assessment Score the ELPAC Assessment Coordinate Assessment Administration with District Office and School Staff 						

Goal 3

Goal Description

BROAD GOAL 3 - Culture of Excellence: 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. In 2023-2024, each school will prioritize the support of students experiencing a lack of academic growth and/or low achievement in math and English Language Arts as this area was identified for Differentiated Assistance for NUSD's English Learners, Students with Disabilities, and Homeless Youth.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 2 - Implementation of State Standards This local indicator considers whether the local educational agency is making progress toward	2019 California School Dashboard Local Indicator Self-Reflection Tool Met Standard	Met Standard	Met Standard		California School Dashboard Local Indicator Self-Reflection Tool Meet Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>implementing state academic standards.</p> <p>Data Source: Local Indicator Self-Reflection Tool</p>					
<p>Priority 2 - Implementation of State Standards EL Access to CA Standards Including English Language Development (ELD) Standards</p> <p>This local indicator considers whether the local educational agency is making progress toward implementing state academic standards.</p> <p>Data Source: Local Indicator Self-Reflection Tool</p>	<p>2019 California School Dashboard Local Indicator Self-Reflection Tool Met Standard</p>	Met Standard	Met Standard		<p>California School Dashboard Local Indicator Self-Reflection Tool Meet Standard</p>
<p>Priority 4 - Pupil Achievement Smarter Balanced data: Percentage of students who meet or exceeded ELA standards</p>	<p>2018-19 All Students 55.10%</p> <p>Racial Ethnic Groups African American 29.78% American Indian/Native Alaskan 40% Asian 72.28% Filipino 67.65% Hispanic/Latino 33.99% Native Hawaiian/Pacific Islander * White 71.71% Two or more races 67.73%</p> <p>English Learners 5.53%</p>	<p>Note: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.</p> <p>2020--21 All Students 49.75%</p> <p>Racial Ethnic Groups African American 30.67% American Indian/Native Alaskan 31.03% Asian 72.60% Filipino 50% Hispanic/Latino 30%</p>	<p>2021-2022 Scores All Students 55.36%</p> <p>Racial Ethnic Groups African American 28.79% American Indian/Native Alaskan 34.61% Asian 78.12% Filipino 79.41% Hispanic/Latino 32.85% Native Hawaiian/Pacific Islander * White 73.72% Two or more races 72.22%</p> <p>English Learners 7.22 % Socioeconomically Disadvantaged 31.89% Foster Youth *</p>	<p>2022-2023 Scores All Students 52.89%</p> <p>Racial Ethnic Groups African American 22.23% American Indian/Native Alaskan 31.25% Asian 77.96% Filipino 70.37% Hispanic/Latino 33.62% Native Hawaiian/Pacific Islander * White 69.97% Two or more races 64.51%</p> <p>English Learners 7.51% Socioeconomically Disadvantaged 31.06% Foster Youth *</p>	<p>The total number of students who meet or exceed standards for ELA will increase by a minimum of 3% and will show an increase in each student group.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Socioeconomically Disadvantaged 33.65% Foster Youth* Homeless 15.87% Students with Disabilities 22.59%</p> <p>Note: * = Less than 10 students - data not published for privacy</p>	<p>Native Hawaiian/Pacific Islander White 66.76% Two or more races 63.30%</p> <p>English Learners 5.84% Socioeconomically Disadvantaged 28.85% Foster Youth - not available Homeless 10.47% Students with Disabilities 18.64%</p>	<p>Homeless 14.90% Students with Disabilities 21.71%</p> <p>Note: * = Less than 10 students - data not published for privacy</p>	<p>Homeless 15.10% Students with Disabilities 21.52%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	
<p>Priority 4 - Pupil Achievement Smarter Balanced data: Percentage of students who met or exceeded Math standards</p>	<p>2018-19 All Students 48.57%</p> <p>Racial Ethnic Groups African American 18.95% American Indian/Native Alaskan 42.31% • Asian 69.37% Filipino 57.14% Hispanic/Latino 28.10% Native Hawaiian/Pacific Islander * White 64.46% Two or more races 60.37%</p> <p>English Learners 4.84% Socioeconomically Disadvantaged 27.13% Foster Youth* Homeless 11.11% Students with Disabilities 20.56%</p> <p>Note: * = Less than 10 students - data not published for privacy</p>	<p>Note: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.</p> <p>2020-21 All Students 37.64%</p> <p>Racial Ethnic Groups African American 14.87% American Indian/Native Alaskan 20.69% Asian 63.34% Filipino 36.11% Hispanic/Latino 18% Native Hawaiian/Pacific Islander White 54.18% Two or more races 54.46%</p> <p>English Learners 5.84% Socioeconomically Disadvantaged 16.41% Foster Youth not available Homeless 7.06% Students with Disabilities 12.36%</p>	<p>2021-2022 Scores All Students 38.90%</p> <p>Racial Ethnic Groups African American 13.64% American Indian/Native Alaskan 25.92% Asian 64.77% Filipino 52.94% Hispanic/Latino 18.54% Native Hawaiian/Pacific Islander* White 54.86% Two or more races 56,78%</p> <p>English Learners 5.43% Socioeconomically Disadvantaged 18.14% Foster Youth * Homeless Youth 6.38% Students with Disabilities 14.57%</p> <p>Note: * = Less than 10 students - data not published for privacy</p>	<p>2022-2023 Scores All Students 40.83%</p> <p>Racial Ethnic Groups African American 13.12% American Indian/Native Alaskan 31.25% Asian 64.32% Filipino 42.31% Hispanic/Latino 21.65% Native Hawaiian/Pacific Islander * White 69.97% Two or More Races 56.51%</p> <p>English Learners 7.76% Socioeconomically Disadvantaged 19.45% Foster Youth * Homeless Youth 7.81% Students with Disabilities 15.42%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	<p>The total number of students who meet or exceed standards for math will increase by a minimum of 3% and will show an increase in each student group.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 4 - Pupil Achievement Semester Final Grade Rates: Number of students who earned a D or F in a secondary school course	Grades 9-12: 409 Students Grades 6-8: 435 Students	Grades 9-12: 1,024 Students Grades 6-8: 547 Students	Grades 9-12: 841 Students Grades 6-8: 429 Students	Fall Semester 2023 Grades 9-12: 768 Students Grades 6-8: 445 Students	Grades 9-12: decrease by 10% Grades 6-8: decrease by 10%
Priority 5 - Pupil Engagement High School Four-Year Adjusted Cohort Outcome - Dropout The number and percentage of students in the four-year cohort who dropped out of school.	2019-20 All students 3.5% Racial Ethnic Groups African American 5.9% American Indian/Native Alaskan* Asian 0% Filipino* Hispanic/Latino 6.2% Native Hawaiian/Pacific Islander* White 2.3% Two or more races 2.9% English Learners 11.1% Socioeconomically Disadvantaged 5.6% Foster Youth* Homeless Youth 8.7% Students with Disabilities 9.3% Note: * = Less than 11 students - data not published for privacy	2020-21 All students 4.0% Racial Ethnic Groups <ul style="list-style-type: none"> African American 0.0% American Indian/Native Alaskan* Asian 0.0% Filipino* Hispanic/Latino 6.0% Native Hawaiian/Pacific Islander* White 2.8% Two or more races 3.9% English Learners 12.1% Socioeconomically Disadvantaged 7.4% Foster Youth* Homeless 25% Students with Disabilities 15.5% Note: * = Less than 11 students - data not published for privacy	2021-22 All students 5.0% Racial Ethnic Groups African American 15.8% American Indian/Native Alaskan* Asian 3.1% Filipino* Hispanic/Latino 8.1% Native Hawaiian/Pacific Islander* White 1.9% Two or more races 3,1% English Learners 15.8% Socioeconomically Disadvantaged 7.3% Foster Youth * Homeless 7.7% Students with Disabilities 6.2% Note: * = Less than 11 students - data not published for privacy	2022-23 All students 5.3 % Racial Ethnic Groups African American 7.7% American Indian/Native Alaskan * Asian 0% Filipino * Hispanic/Latino 6,3% Native Hawaiian/Pacific Islander * White 5.0% Two or more races 5.3% English Learners 17.4% Socioeconomically Disadvantaged 7.2% Foster Youth * Homeless 0% Students with Disabilities 10.9% Note: * = Less than 11 students - data not published for privacy	The dropout rate for all students will decrease by 1% and demonstrate a decrease in all student groups.
Priority 5 - Pupil Engagement Graduation Rate	2019 Dashboard All Students 91.6%	2020-21 Graduation Rate California State Indicator NOT reported on Dashboard	2022 Dashboard All Students 90% Racial Ethnic Groups	2023 Dashboard All Students 93.6% Racial Ethnic Groups	The graduation rate for all students will reach a minimum of 95% and show

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Dashboard State Indicator. Percentage of students who receive a standard high school diploma or complete their graduation requirements at an alternative school.	<p>Racial Ethnic Groups African American 75% American Indian/Native Alaskan* Asian 100% Filipino* Hispanic/Latino 88.4% Native Hawaiian/Pacific Islander* White 93% Two or more races 97.1%</p> <p>English Learners 69.7% Socioeconomically Disadvantaged Pupils 88.8% Foster Youth* Homeless Youth* Students with Disabilities 87.1%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	<p>Alternative Data Source: CDE 2021 Graduation Additional Report</p> <p>All Students: 91.7%</p> <p>Racial Ethnic Groups African American 93.3% American Indian/Native Alaskan * Asian 100% Filipino 90.9% Hispanic/Latino 88% Native Hawaiian/Pacific Islander * White 94.4% Two or more races 91.8%</p> <p>English Learners 78.7% Socioeconomically Disadvantaged 88.3% Foster Youth * Homeless 58.3% Students with Disabilities 61.8%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	<p>African American 78% American Indian/Native Alaskan * Asian 96.9% Filipino * Hispanic/Latino 84.2% Native Hawaiian/Pacific Islander* White 94.4% Two or more races 93.8%</p> <p>English Learners 69.1% Socioeconomically Disadvantaged 84.8% Foster Youth* Homeless 61.5% Students with Disabilities 73.6%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	<p>African American 84.6% American Indian/Native Alaskan * Asian 100% Filipino * Hispanic/Latino 92.1% Native Hawaiian/Pacific Islander* White 94.4% Two or more races 94.7%</p> <p>English Learners 78.9% Socioeconomically Disadvantaged 91.1% Foster Youth * Homeless * Students with Disabilities 77.6%</p> <p>Note: * = Less than 11 students - data not published for privacy</p>	a positive increase in all student groups.
<p>Priority 4 - Pupil Achievement Cohort Graduates Meeting UC/CSU Course Requirements</p> <p>The percentage of students in the four-year cohort who met the UC/CSU entrance, or A-G, course requirements.</p>	2019-20 All students 49.1%	2020-21 All students 60.3%	2021-22 All students 60.7%	2022-23 All students 50.5%	59% of all students will meet UC/CSU Course Requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 4 - Pupil Achievement PSAT Participation - 11th Grade Students	2019-20 589 completed the test	2021-22 547 students completed the test	2022-23 549 students completed the test	2023-24 515 students completed the test	PSAT will continued to be offered to students although not mandated
Priority 4 - Pupil Achievement College A/P Exams Participation Rate	60% of AP exams taken by NUSD students received a 3 or higher. Total Exams Taken by Students Enrolled in NUSD during 2019-20: 2,611 African American Students: 64 Hispanic/Latino Students: 954 Low Income Students: 941 English Learner Students: 197	55% of AP exams taken by NUSD students received a 3 or higher. Total Exams Taken by Students Enrolled in NUSD during 2020-21: 2,194 African American Students: 6 Hispanic/Latino Students: 357 Low Income Students: 296 English Learner Students: 2	50% of AP exams taken by NUSD students received a 3 or higher.	Students take exams second semester	66% of AP exams taken by NUSD students will receive a 3 or higher.
Priority 4 - Pupil Achievement California School Dashboard Indicator College/Career Indicator (CCI) The percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2019 Dashboard All Students 50.8% Racial Ethnic Groups African American 31.3% American Indian/Native Alaskan * Asian 77.8% Filipino* Hispanic/Latino 32.3% Native Hawaiian/Pacific Islander * White 58.6% Two or more races 70.6% English Learners 9.5% Socioeconomically Disadvantaged 35.3% Foster Youth* Homeless Youth * Students with Disabilities 16.7%	2020-21 College and Career Indicator (CCI) NOT reported on Dashboard	College and Career Indicator (CCI) NOT reported on 2022 Dashboard	2023 Dashboard All students High - 60% (675 students) Prepared Racial Ethnic Groups African American 30.8% American Indian/Native Alaskan * Asian 89.7% Filipino * Hispanic/Latino 37.1% Native Hawaiian/Pacific Islander * White 73.7% Two or more races 78.9% English Learners 3.5% Socioeconomically Disadvantaged 34.9% Foster Youth* Homeless Youth 7.1%	55% of all students will be prepared on the College/Career Indicator and each student will show positive increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Note: * = Less than 11 students - data not published for privacy			Students with Disabilities 23.4% Note: * = Less than 11 students - data not published for privacy	
Priority 4 - Pupil Achievement Career Technical Education (CTE) Number of students enrolled in a CTE course	2020-21 678 Students	2021-22 805 students	2022-23 842 students	Fall 2023 995 students	CTE course enrollment will increase by 10%.
Priority 4 - Pupil Achievement Career Technical Education (CTE) Number of students completed a pathway	2020-21 73 Students	2021-2022 216 students	2022-2023 134 students	Data not available until end of 23-24 school year	The number of students completing a CTE pathway will increase by 10%.
Priority 4 - Pupil Achievement English Learner Progress California Dashboard State Indicator The percentage of EL students making progress towards English language proficiency or maintaining the highest level.	2019 Dashboard 40.7%	2020-21 English Learner Progress California State Indicator NOT reported on Dashboard Alternative Data Source: 20-21 English Language Proficiency Assessment for California (ELPAC) Scores 13.98% Proficient 33.66% Moderately Developed	2022 Dashboard 46.9%	2023 Dashboard 48.5%	Increase by 5%
Priority 4 - Student Achievement Reclassified as Fluent English Proficient Per reclassification criteria set forth in California	2019-20 285 students	NOTE: In prior years, as part of this data release, the CDE has released data reports and downloadable data files on Annual Reclassification (RFEP) Counts and Rates.	2022-23 174 students	Fall Semester 2023 87 students	Increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Education Code Section 313 and Title 5 California Code of Regulations Section 11303.		<p>However, in 2020–21, the collection of annual RFEP data transitioned from the Fall 1 collection (Census Day) to the End-of-Year (EOY) collection in CALPADS. As a result, the CDE will be developing new DataQuest reports to support this transition, which should be released later this year.</p> <p>2020-2021 77 students 2021-2022 127 students Data Source: DataMatters</p>			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>ACTION 1: Expanded Guidance Counselors 2023-2024 Continue 2022-2023 Continue</p> <p>Guidance counselors provide social and academic support to students at all our high schools. They are a critical piece of the school experience for every student. The state of California requires a maximum student to counselor ratio of 1:622, whereas NUSD maintains a significantly lower student to counselor ratio of 1:350. The lower counselor-to-student ratio improves student outcomes and decreases the recurrence of student disciplinary problems. These</p>	Yes	Fully Implemented			\$690,799.00	\$299,813

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	outcomes are greater for low income and students of color.						
3.2	<p>ACTION 2: College Readiness Exams - PSAT 2023-2024 Continue 2022-2023 Continue</p> <p>The PSAT is a good way for a student to become familiar with the content, format, and test-taking process of the SAT, Scores can reveal which SAT content areas a student may not be particularly strong in, regardless of grades in related classes. To ensure that underrepresented students have the opportunity to take the PSAT without the burden of struggling to meet the financial obligation to take it LCFF Supplemental funds are allocated for low-income students.</p>	Yes	Fully Implemented	October 2023 515 students completed test		\$8,700.00	\$2,803
3.3	<p>ACTION 3: College Advance Placement (AP) Tests 2023-2024 Continue 2022-2023 Continue</p> <p>NUSD asserts the need to reduce racial disparities and give underrepresented student groups the opportunity to learn, grow, and succeed in the classroom and beyond. The AP program seeks to</p>	Yes	Planned	not available until end of 2023-24 school year		\$15,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>provide high school students the opportunity to be ready and able to thrive on enrollment in college. Students who do not realize their AP potential miss out on many important advantages. Funds are allocated to pay the exam fee for underrepresented demographic high school student groups.</p>						
3.4	<p>ACTION 4: Instruction & Learning Teacher on Special Assignment 2022-23 Discontinue</p> <p>The Teacher on Special Assignment (TOSA) for Instruction and Learning is committed to the development of a well-designed and clearly communicated teacher development process for driving measurable learning to help close the achievement gap.</p> <p>The TOSA supports district personnel in the following ways:</p> <ul style="list-style-type: none"> • Assists teachers in using evidence-based instructional and learning strategies and differentiated instructional strategies in planning, delivering and assessing lessons and individual student success. • Collaborates with teachers and specialists 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>in planning for specific student learning outcomes and uses data and information to determine the student's current knowledge and skill level, support individualized student learning goals, and assess student progress.</p> <ul style="list-style-type: none"> Provides training in the use of technology for planning, progress reporting, designing classroom instruction and required record-keeping activities. Provides professional development in best practices in student engagement and curriculum development with an emphasis on establishing classroom environments that are accessible and provide multiple representations of content for students with diverse backgrounds and abilities. 						
3.5	<p>ACTION 5: Teacher Leader Team (TLT) 2023-2024 Continue 2022-2023 Modify</p> <p>The NUSD Teacher Leadership Team consists of 60 teachers</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>representing all thirteen schools in NUSD across all grade levels and content areas including SPED, World Languages, Visual and Performing Arts, and Physical Education/ Health.</p> <p>The mission of TLT is through decentralized leadership, optimism, honesty, and a focus on students, we will model, deliver, and design a proactive, realistic, and research-based approach to establishing a high quality, scalable, and sustainable model of Proficiency Based Education in NUSD by the 2023 school year.</p> <p>The Teacher Leadership Team continues to immerse themselves in the research of Proficiency Based Education (PBE) and their own leadership training. Our partnership with Marzano Research provides multiple learning opportunities focused on standards-based grading, how to use proficiency scales to support student learning, and how to determine the difference between a scale and a rubric. In addition to Proficiency Based Education training, Marzano Resources also continues to train Teacher Leadership Team in facilitating collaborative teams and adult learners. This supports the TLT members to effectively serve as leaders within their individual school communities and model the shifts in their classrooms.</p> <p>NUSD Teacher Leadership Team plans and facilitates NUSD's</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>professional learning, implements components of PBE in their classrooms, and expands the use of technology integration. TLT leads their individual school team as well as their grade level or content teams in the transition to PBE. TLT members provide afternoon teacher-led trainings on a variety of topics. Their colleagues consistently rate the professional development highly and they continue to inspire other teachers to immerse in the work.</p> <p>Proficiency Based Education provides clarity of what proficiency in each standard is for our English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students. The proficiency scales have scaffolds outlined to support these students. The Teacher Leadership Team looks at student data to look at how various student groups perform and meet proficiency and then determine ways to meet the needs of our at-promise students.</p>						
3.6	<p>ACTION 6: Two PD Days for Teachers Districtwide 2022-2023 Discontinue</p> <p>A fundamental building block for the implementation of the Proficiency Based Education, Trauma-Informed Instruction, and Multiple Tier Systems of Support in ensuring</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>cohesive training throughout the District. The District will provide quality Professional Development for all staff for two full days in 2020-21 to provide structured and unstructured opportunities for teachers to build knowledge and capacity related to closing the achievement gap.</p> <p>These trainings will focus on cultivating classroom strategies to improve children’s resilience, confidence, and persistence by providing classroom consistency, daily structures, clear expectations, and reliable warmth and love. Additionally, training based on Proficiency Based Education focused on skill mastery and Multiple Tiered Systems of Support will be offered to enhance and advance district efforts to close the achievement gap for at-risk students with a focus on the needs of Economically Disadvantaged, English Language Learners, Foster, and Homeless youth.</p>						
3.7	<p>ACTION 7: AVID Contract/Summer Teacher Institute 2023-2024 Continue 2022-2023 Continue</p> <p>Contracting services to support the Advancement Via Individual Determination (AVID) program at NUSD helps teachers shift from</p>	Yes	Fully Implemented	Summer 2023 Professional Development NUSD staff members = 19		\$32,000.00	\$32,558

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>delivering content to facilitating learning, resulting in an inquiry-based, student-centered classroom. These elements are at the core of the program's approach to closing the opportunity gap. Summer professional development opportunities provide teachers to enhance program delivery and work together to create a stronger program for students.</p>						
3.8	<p>ACTION 8: Career Technical Education 2023-2024 Continue 2022-2023 Continue</p> <p>All NUSD students have access to participate in one of eight Career Technical Education Pathways across all three high schools. These programs offer industry aligned courses of study and work experience that are designed to meet college and career readiness requirements. Each pathway is complete, offering an introduction, concentrator, and completer course that are A-G approved and taught by CTE credentialed NUSD teachers.</p>	No					

Goal 4

Goal Description

FOCUS GOAL 1 - High Quality Data Based Decision Making: NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Frequency of Data Cycles Implemented in Each School	This is a new goal and baseline data will be established in the 2021-22 school year.	Total number of data cycles completed by all teachers at a school: Hamilton 52 Loma Verde 30 Lu Sutton 58 Lynwood 18 Olive 20 Pleasant Valley 54 Rancho 28 San Ramon 26 Middle and high schools cycles begin 2022-23 and baseline will be established for 2023-24	Total number of data cycles completed by all teachers at a school: All elementary schools met or exceeded baseline metric Secondary baseline established for 2023-24: 3-5 cycles per content area	Data ready at the end of 2023-24	Each school will increase the frequency of data cycles by 5%. Elementary School Baseline: 35 Secondary Baseline: 3-5 cycles per content area
Data Matters Platform Usage 1. Frequency of staff log ins 2. Number of teachers accessing the platform	20 staff average logins per day 128 school staff members and 21 district office staff members have accessed the platform	NUSD personnel using Data Matters: District Office Administrators 91% Site Administrators 82% Teachers 35%	NUSD personnel using Data Matters: District Office Administrators 73% Site Administrators 85% Teachers 41%	Data ready at the end of 2023-24	There will be a 50% increase in average daily logins. Every certificated staff member will have accessed the platform.
Educational Software for Guiding Instruction (ESGI) Assessment Results Standards aligned ELA and Math assessments 1. Number of Students Assessed 2. Number of Different Assessments Administered	ELA 567 Students Assessed 18 Assessments administered Math 567 Students Assessed 17 Assessments administered	2021-2022 1. Number of students assessed 102 TK 525 K 2. Number of Different Assessment Administered ELA TK-9 K-14	2022-23 First grade added for 2022-23 school year 1. Number of students assessed TK-184 K-456 1st-474	Data ready at the end of 2023-24	Every TK, and K student will be given all assessments in ELA and Math. First grade added for 2022-23 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Math TK-6 K-14	2. Number of Different Assessments Administered ELA TK-10 K-15 1st-17 Math TK-9 K-13 1st- 8		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>ACTION 1: Data Matters Program Manager 2022-2023 Discontinue</p> <p>Will expand and optimize the user experience of Data Matters and create a standard-based grade book. The program manager will create new functions within Data Matters to make analyzing and understanding data in one platform. It will continue to be expanded with new reports and functions on a daily basis.</p> <p>Current reports to date:</p> <ul style="list-style-type: none"> • English Learner Dashboard • Student Profiles • A-G Progress reports • Attendance Dashboard • Behavior Dashboard • Subject Area Dashboards 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Managing and tracking local assessments (Running Records, MARS,...) • Enrolment counts for the upcoming school year • CAASPP group files exports • Create and export custom data reports • Students Goals • Reclassification Form • Annual parent notification letter • Annual progress monitoring report • Student Info form <p>Some plan updates:</p> <ul style="list-style-type: none"> • Develop Grade book • Design an SPSA report to maximize data for goals setting • Intervention tracking • Students logs to track the types of services students are receiving. • Make improvements to have Data Matters reflect CALPADS standards 						
4.2	<p>ACTION 2: Assessment/Accountability Software 2023-24 - Modify Will use another funding source for the program in 2023-2024.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>2022-23 Continue For the 2022-23 school year, first grade was added to be assessed using ESGI testing software.</p> <p>Collecting student data is important. It helps teachers to drive instruction, to pull small groups for instruction, and report growth. Educational Software for Guiding Instruction (ESGI), is a teacher-led one-on-one assessment for TK, K and 1st grade students that provides student performance ELA and Math data.</p>						
4.3	<p>ACTION 3: Data Management Professional Development 2022-23 Discontinue</p> <ul style="list-style-type: none"> • Support teachers in learning how to best engage with DM • Support teachers if how to access the most relevant data for their needs • Support teachers if how to use data to inform instruction • Support school administrator in how to use DM to inform goal setting • Train IT staff in providing ongoing DM support 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Elicit and collect feedback about DM continuous improvement • Facilitate the changes that result from continuous improvement feedback • Collect key guide in determining the design, aesthetic, and functionality of the guidebook • Implementation of DM grade book • Develop the capacity of NUSD's IT team to support all components of DM • Provide monthly DM PD to support teachers in becoming self-reliant in data reports 						
4.4	<p>ACTION 4: Data Specialists 2023-24 Continue 2022-23 Add</p> <p>Teacher on Special Assignment at each school site dedicated to building the capacity and impact of high quality data.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> • Monitoring EL student progress • Coordinating 6 week Data Cycles 	Yes	Fully Implemented			\$367,586.00	\$221,696

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Facilitating data based Professional Learning Communities in grade level and/or department teams • Leading whole staff professional development about accessing data, analyzing data, using data to inform instruction, and high quality strategies for instructional differentiation 						

Goal 5

Goal Description

FOCUS GOAL 2 - Expanded Learning Opportunities: NUSD will leverage the ELO funds to prioritize acceleration of learning and increase intervention supports for student's academic and social emotional growth throughout the 2021-2022 school year.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Number of students served in Summer 2021 Programs	Camp U AIM High Summer Math Bridge ESY PBL Credit Recovery	Summer 2021 130 Camp U 100 AIM High 101 Summer Math Bridge 50 ESY 40 PBL Credit Recovery Total Students: 421	Summer 2022 120 Camp U 120 AIM High 35 Summer Math Bridge 49 ESY PBL 284 Credit Recovery Total Students: 608	Summer 2023 140 Camp U 107 AIM High 15 Summer Math Bridge Credit Recovery Total Students: TBD	There will be an increase of 2% enrollment in each summer program.
Number of students engaged with Imagine Learning	3,230 students engaged with Imagine Learning	2021-2022 2,994 students used Imagine Learning	2022-2023 2,720 students used Imagine Learning Note: Students used the platform for longer periods of time than in 2021-22	August - December 2023 2,747 students used Imagine Learning	For 2021-2022 school year: There will be an increase of 10% engagement among students.
Number of students served in Learning Hubs	135 students were served in learning hubs.	N/A - No learning hubs for 2021-22	N/A - No learning hubs for 2022-23	N/A - No learning hubs for 2023-24	For the 2021-2022 school year there will not be the same need for learning hubs due to a full return to school.
Number of high school students who recover credits during 2021-22	150 students will recover credits during the 2021-22 school year.	366 students recovered credits during the 2021-22 school year.	Students recovered credits during the 2022-23 school year.	Results ready at the end of 2023-24	For the 2021-2022 school year: There will be a decrease in the need for recovering credits by 3%.
Galileo Assessment Data	End of Year results: Reading 22% Exceeded 29% Met 28% Nearly Met 20% Not Met Mathematics	End of Year results: Reading 23% Exceeded 28% Met 24% Nearly Met 25% Not Met Mathematics	End of Year results: Reading 28% Exceeded 32% Met 18% Nearly Met 22% Not Met Mathematics	Results ready at the end of 2023-24	For the 2021-2022 school year: There will be positive increase in scores towards meeting standard and a decrease in nearly met and not meeting standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	17% Exceeded 25% Met 30% Nearly Met 28% Not Met	18% Exceeded 20% Met 24% Nearly Met 37% Not Met	20% Exceeded 22% Met 25% Nearly Met 33% Not Met		
ELPAC Assessment Administration Satisfaction Survey Rates	This is a new goal and baseline data will be established in the 2021-22 school year.	2021-22 survey indicated 100% of survey participants found ELPAC examiners to be very helpful and want test examiners to administer Initial and Summative ELPAC for 2022-23.	Survey only administered for 2021-22 school year to ascertain whether to continue with supporting sites with ELPAC testing	N/A	Survey indicated 100% satisfaction for 2021-22
DataMatters Grading Platform Completed and Operational	This is a new goal and baseline data will be established in the 2021-22 school year.	Did not change to grading platform	Did not change to grading platform	Did not change to grading platform	New grading platform to be piloted in selected schools during the 2023-24 school year.
Number of TLT PD Sessions offered	42 Sessions offered	2021-22 15 sessions	2022-23 45 sessions (9 Wednesday's with five topics offered each session)	Data ready at the end of 2023-24	The number of TLT PD sessions offered will be maintained at 40-50 sessions offered each year.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>ACTION 1: Expanded Learning Opportunities Grant Plan</p> <p>2023-2024 Continue to spend funds for certain actions in the ELO Grant Plan that have not been moved to other LCAP goals and LCFF Supplemental funds</p> <p>2022-2023 Continue to implement ELO Grant plan</p> <p>1. Extended Instructional Learning Time -</p> <p>a. Summer programs 2021</p>	No				\$1,625,770.00	\$435,959

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports</p> <ul style="list-style-type: none"> a. Imagine Language and Learning, Math and Reading supplemental software b. Supplemental curriculum for Special Education c. Special Education personnel (1.0 FTE NHS/MSA) d. Expanded learning supports for the elementary science program <p>3. Integrated student supports to address other barriers to learning</p> <ul style="list-style-type: none"> a. Psych interns b. ELO support for elementary sites .05 FTE each c. Custodians for additional cleaning d. Extended hours for paraprofessionals to be trained e. Night custodians for elementary sites 2.0 FTE <p>4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports</p> <p>5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility</p> <ul style="list-style-type: none"> a. 0.8 FTE to support APEX credit recovery class 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>6. Additional academic services for students</p> <ul style="list-style-type: none"> a. Additional support (1 psych and 1 OT) to support Special Education program assessment b. Galileo Assessment (universal screener) c. Centralized Team of ELPAC Examiners d. Create Grading System Platform e. Data Specialist at every school f. Site EL Coordinator stipend to support fortifying infrastructure <p>7. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs</p> <ul style="list-style-type: none"> a. Goal book Toolkit for Special Education personnel to support IEP's b. Systems Coach - Work with District leadership team to create sustainable improvements inconsistent delivery of high-quality service. c. Teacher Leader Team (TLT) stipend to complete PBE and deliver high-quality professional development. d. ELD support 						

Goal 6

Goal Description

Maintenance of Effort Goal: NUSD will maintain sufficient board adopted instructional materials, safe and clean facilities in good standing, appropriately credentialed and assigned teachers and administrators, provide students access to and enrollment in a broad course of study, transportation for eligible students, and other conditions necessary to support the effective implementation of actions across all LCAP goals.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 1 - Basic Conditions for Learning School Facilities in Good Repair Data Source: SARC/FIT	2019 California School Dashboard Local Indicator Met standard	Met standard	Met standard		California School Dashboard Local Indicator Self-Reflection Tool Meet standard
Priority1 - Basic Conditions for Learning Credentialed Teachers Rate and Teacher Misassignments. Teachers are appropriately credentialed and assigned. Data Source: SARC	2019 California School Dashboard Local Indicator Self-Reflection Tool Met standard	Met standard	Met standard		California School Dashboard Local Indicator Self-Reflection Tool Meet standard
Priority 1 - Basic Conditions for Learning Maintain availability of sufficient textbooks and other instructional materials for all students. Data Source: SARC	2019 California School Dashboard Local Indicator Self-Reflection Tool Met standard	Met standard	Met standard		California School Dashboard Local Indicator Self-Reflection Tool Meet standard
Priority 7 - Access to a Broad Course of Study Provide students with full access to a broad course of study as defined by California Education Code 5120 and 51220(a)-(i)	2019 California School Dashboard Local Indicator Self-Reflection Tool Met standard	Met standard	Met standard		California School Dashboard Local Indicator Self-Reflection Tool Meet Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Data Source: California School Dashboard Local Indicator Self-Reflection Tool					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	<p>ACTION 1: California Dashboard Local Indicator Priority 1 - Basic Conditions at School 2023-24 Continue 2022-23 Continue</p> <p>California Dashboard Local Indicator Priority 1 - Basic Conditions at School NUSD will maintain sufficient board adopted instructional materials, safe and clean facilities in good standing, appropriately credentialed and assigned teachers and transportation for eligible students, and other conditions necessary to support the effective implementation of actions across all LCAP goals.</p>	No				\$108,328,690.00	\$49,916,689

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$85,937,507	\$31,298,362
LCFF Supplemental/Concentration Grants	\$5,983,583	\$2,269,943