

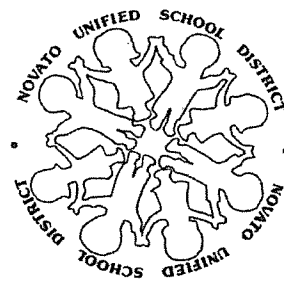
Novato High School

**Novato Unified School District
*Single Plan for Student Achievement***

**2014-2016
Implementation**

2015-2016 Annual Update

Novato High School



Superintendent
Jim Hogeboom

Board Members
Derek Knell, Board President
Thomas Cooper, Board Vice President
Maria Aguila
Gregory Mack
Debbie Butler
Shelly Scott
Ross Millerick

The District Governing Board approved this revision to update the *Single Plan for Student Achievement* on:

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 Academic Domain—English Language Arts 13

 Academic Domain—Mathematics..... TBD

 Culture and Climate Domain—Parent and Community Engagement..... TBD

TITLE I REQUIRED COMPONENTS FOR IMPLEMENTATIONTBD

 Schoolwide Program (SWP) / NCLB 1114..... TBD

FUNDING (BUDGETS)TBD

ATTACHMENTSTBD

Novato High School

SCHOOL PROGRAM IDENTIFICATION

| | | | | | | | | | | | | | | |
|---------------------------------|------------|---------------|---|-----------------|---|---|---|---|---------------|---|---|---|---|---|
| School Name: Novato High School | CDS | County | | District | | | | | School | | | | | |
| | Code | 2 | 1 | 6 | 5 | 4 | 1 | 7 | | 3 | 2 | 2 | 7 | 2 |

For additional information on our school programs contact the following:

| | | |
|--|---------------------|--|
| Principal: Matthew Baldwin | | E-mail address: mbaldwin@nUSD.org |
| Contact Person: Matthew Baldwin | Position: Principal | E-mail address: mbaldwin@nUSD.org |
| Address: 625 Arthur Street, Novato, CA 94947 | | Telephone Number: 415-898-2125 |

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

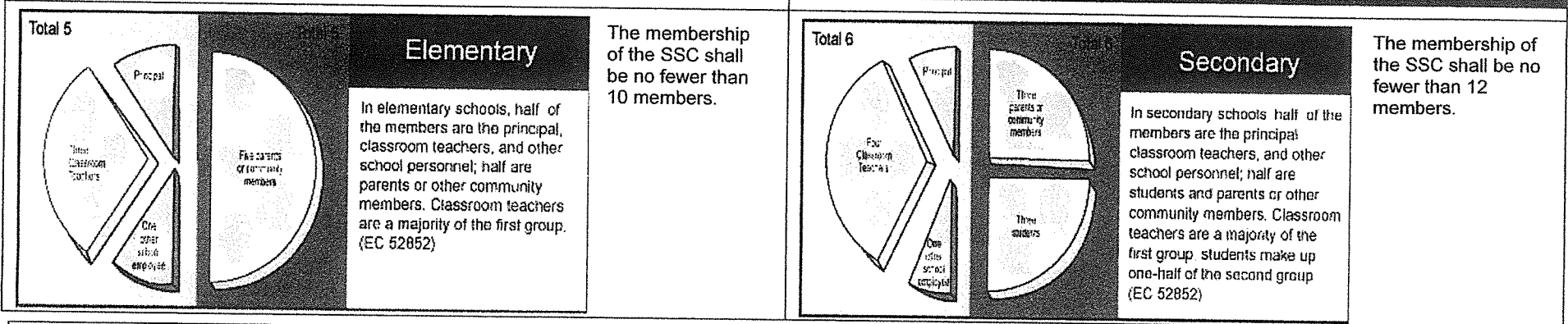
- ☐ Title I Schoolwide Program (SWP)
- ☐ Title I Targeted Assistance School (TAS)
- ☐ Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ MCF Grant Pre-K to 3rd Grade
- ☐ Other
- ☐ Other

| State Programs | | Allocation | Consolidated in the SWP |
|--|---|------------|--------------------------|
| <input type="checkbox"/> | List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) | \$ | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | \$ | |
| Federal Programs | | Allocation | Consolidated in the SWP |
| <input type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$ | <input type="checkbox"/> |

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| | | | | |
|--|---|----|--|--------------------------|
| <input type="checkbox"/> | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$ | | <input type="checkbox"/> |
| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$ | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | | \$ | | |
| Total amount of state and federal categorical funds allocated to this school | | \$ | | |

School Site Council Composition (SSC) EC 52012, 52852



| Part A – School Staff | | | | Part B – Parents/Community | | | |
|-----------------------|-----------|-------------------|-----------------|----------------------------|--------|-----------|---------|
| Name | Principal | Classroom Teacher | Other Personnel | Name | Parent | Community | Student |
| Matthew Baldwin | X | | | Romario Conrado | | | X |
| Arezu Iranapour | | | X | MJ Lonson | X | | |
| Taylor Mancini | | X | | Reilly Bolton | | | X |
| Laura Roberts | | X | | Susan Bell Warner | X | | |
| Mary Grillo | | | X | Christine Wegner | X | | |
| Ricki Eggert | | X | | Ashley Hatfield | | | X |
| | | | | Leslie Benjamin | X | | |

Total number in each column 1 3 2

Total number in Part A 6

Total number in each column 4 3

Total number in Part B 7

Romario Conrado Student
 Name of SSC Chairperson Position (e.g., Parent, Teacher)

Matthew Baldwin
 Name of Principal

Romario Conrado
 Signature of SSC Chairperson

Matthew Baldwin
 Signature of Principal

2/5/16
 Date

1/27/16
 Date


Novato High School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School Site Councils have developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.


| Committees | Chairperson | | Check | | Date of recommendation |
|---|------------------|---|-------------------------------------|--------------------------|------------------------|
| | Print Name | Signature | Parent/Community | Staff | |
| English Learner Advisory Committee (ELAC) | Alejandra Zamora |  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1/27/16 |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | |

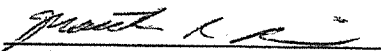
3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the School Site Council on:

Attested:

Romario Conrado
Typed name of SSC chairperson

Matthew Baldwin
Typed name of school principal

Date

Signature of SSC chairperson


Signature of school principal

2/5/16
Date

1/27/16
Date

Directions: Check which groups or committees participated in the plan writing process.

- ☐ Grade Level Teams
☐ WASC Focus Groups
☐ PTSA/Leadership
☐ MCF Design Team

- ☐ Teaching Staff
☐ Departments
☐ ELAC
☐ Other: _____

Novato High School

Novato Unified School District Profile District Mission Statement

The Novato Unified School District is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential.

District Local Control and Accountability Plan Goals and Progress Indicators:

| | | | | |
|---|---|--|---|--|
| GOAL: 1 | Effectively implement the State Standards. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____ | |
| Identified Need : | Our students need access to rigorous curriculum and innovative instruction that is aligned to the Common Core State Standards | | | |
| Goal Applies to: | Schools: ___ | All Schools | | |
| | Applicable Pupil Subgroups: | All Pupils | | |
| LCAP Year 1: 2015-16 | | | | |
| Expected Annual Measurable Outcomes: | Williams Report- Student lacking own copy of textbook rate Increased student achievement on the CAASPP Learning Walks/Instructional Rounds Evidence of Math CCSS Implementation CCSS aligned elementary report card CCSS Implementation for EL | | | |
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Instructional coaches to provide imbedded professional development Purchase of Common Core State Standards materials Maintain level of instructional leaders to guide instruction | | LEA-Wide | <input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____ | Instructional Coaches \$561,223 ^{1, 7} CCSS materials \$396,834 ⁷ Inst. Leaders \$4,639,272 ^{3, 9} |
| Increase the participation level of sub-groups in specialized programs such as STEM, AVID, GATE, MSA, AP courses (No Cost) Community Liaisons | | Low Income Pupils; English Learners; Foster Youth; Re-designated FEP | ___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____ | Community Liaisons \$206,740 ^{2, 7} |
| GOAL: 2 | Provide instruction that ensures that all students have the opportunity to make one year's growth in one year's time. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 ___ 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____ | |
| Identified Need : | Our students need great teachers, leaders and supporting staff. Our students need to attend school every day and be on time. | | | |
| Goal Applies to: | Schools: ___ | All Schools | | |
| | Applicable Pupil Subgroups: | All Pupils | | |
| LCAP Year 1: 2015-16 | | | | |

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| Expected Annual Measurable Outcomes: | Class Sizes Exhibit K-NFT Contract Number of combination classes Class configuration Student to device ratio Attendance Rate Chronic Absenteeism Rates | Pupil Suspension/Expulsion Rates Dropout Rates Middle School Dropout Rates High School Graduation Rates SART SARB North Bay Security Group Interventions | |
|---|--|---|--|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Class sizes will be monitored (No Cost) Grades 4/5 will be moved to an average of 27 Increase student achievement through increased attendance (Aeries) and Monitor attendance/ absenteeism (SART/SARB) Continued vendor relationship with North Bay Security to provide data, home visits, and intervention | LEA-Wide | <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | Increase of 4 teachers at grade 4/5 \$300,000 ^{3,7} Increase Attendance \$85,810 ^{4,7} North Bay Security \$255,111 ^{4,7} |

| | | |
|---------|---|---|
| GOAL: 3 | Increase professional development to elevate student achievement and engagement, cultural competency and proficiency. | Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|---------|---|---|

| | | | |
|-------------------|--|-----------------------------|------------|
| Identified Need : | Our students need teachers that have effective, research-based, on-going professional development. Our students need instructional delivery methods based in technology to be ready for college and careers. | | |
| Goal Applies to: | Schools: All Schools | Applicable Pupil Subgroups: | All Pupils |

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | Professional Development Plan Teacher Professional Development Attendance PD feedback forms | Agendas from teacher collaboration time Instructional Coaches Technology Mentors | | |
|--|---|--|---|---|
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Provide ongoing professional development | | LEA-Wide | X ALL | Prof. Develop. \$368,055 ^{5,9} Instructional Coaches \$561,223 ^{1,7} |
| Instructional coaches to provide staff development in the use of technology in the classroom | | | OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Access to Comcast reduced internet service for academic support at home (No Cost) | | | | |
| Continue to offer professional development in GLAD, SIOP, the National | | Low Income | __ALL | Add'l Prof. Develop, |

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|----------------|---|---|--------------------------|
| Equity Project | Pupils; English Learners; Foster Youth; Re-designated FEP | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient ___ Other Subgroups:(Specify)_____ | \$118,345 ^{5,9} |
|----------------|---|---|--------------------------|

| | | |
|----------------|---|---|
| GOAL: 4 | Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention. | Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|----------------|---|---|

| | | | |
|--------------------------------------|---|------------------------------------|--|
| Identified Need : | Our students need grade level proficiency in core academic areas. | | |
| Goal Applies to: | Schools: | All Schools | |
| | Applicable Pupil Subgroups: | All Pupils | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | Measure of Academic Progress Scores | STAR/CAASPP ELA | |
| | Improve student achievement on common writing and math assessments | STAR/CAASPP Math | |
| | CAHSEE ELA Proficient or above | STAR/CAASPP Science | |
| | CAHSEE Math Proficient or above | STAR/CAASPP History/Social Studies | |
| | EL Reclassification Rate | EAP ELA College Ready Rate | |
| | CELDT Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 Years) | EAP Math College Ready Rate | |
| | CELDT Percent in Cohort Attaining English Proficient Level (AMAO 2 >=5 Years) | API Score | |
| | Percent AP Exam Score of 3 or higher | API Growth | |
| | Increase number of students taking AP Exams | | |

| | | |
|----------------|--|---|
| GOAL: 5 | Identify, attract, retain, and build the capacity of teachers, leaders and classified staff to provide an innovative educational experience for all students. | Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|----------------|--|---|

| | | | |
|--|---|---|-----------------------|
| Identified Need : | Our students need great teachers, leaders, and supporting staff. | | |
| Goal Applies to: | Schools: | All Schools | |
| | Applicable Pupil Subgroups: | All Pupils | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | Competitive Salaries and benefits: District and regional comparative <i>districts</i> Teacher Missassignment Rate Teacher turnover rate Teachers with BCLAD (Bilingual) Teachers with administrative credentials | | |
| Actions/Services | | Scope of Service | Budgeted Expenditures |
| Review quarterly and continue monitor the Credential Monitoring Report | | LEA-Wide <input checked="" type="checkbox"/> ALL | Cred. Monitor |

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|---|--|--|--|
| (MCOE) Continue to compare salaries and benefits to comparative and regional districts in order to maintain a competitive salary and benefit schedule | | OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | \$80,368 ^{3,7} Salary/Benefit \$61,661,047 ^{5,9} |
| Seek and hire more Bilingual employees through attendance at hiring fairs at strategic location (no cost/ cost included in other items) Provide conversational Spanish classes for employees | Low Income Pupils; English Learners; Foster Youth; Re-designated FEP | __ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | Conv. Spanish \$4,000 ⁸ |

| | | |
|-------------------|---|---|
| GOAL: 6 | Increase the frequency of maintenance and update facilities to provide a clean, safe learning environment. | Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|-------------------|---|---|

| | | | |
|-------------------|--|-------------|--|
| Identified Need : | Our students need clean, well-maintained facilities. | | |
| Goal Applies to: | Schools: | All Schools | |
| | Applicable Pupil Subgroups: | All Pupils | |

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | Parent Survey Student Survey | Overall Facility Rating | |
|--|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Increase the maintenance of bathrooms Maintain clean and safe facilities Analyze data to determine training and staffing needs (no cost) | | <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | Bathroom Maint. \$5,000 ⁷ Clean/Safe Facilities \$7,239,101 ^{3,7} |
| Open facilities to families who need additional instruction or the use of technology (computers, etc) (No cost) | Low Income Pupils; English Learners; Foster Youth; Re-designated FEP | __ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | |

| | | |
|-------------------|--|--|
| GOAL: 7 | Provide access to a broad course of study and strengthen the college and career readiness program for all students. | Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____ |
| Identified Need : | Our students need access to the right courses. | |

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|--------------------------------------|--|-------------|-----------------------------------|
| Goal Applies to: | Schools: | All Schools | |
| | Applicable Pupil Subgroups: | | All Pupils |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | Increase offerings of CTE Courses | | Enrollment in A-G courses |
| | Percent completing a CTE course sequence | | Algebra Academy (Summer Program) |
| | College and Career participation | | Newcomer Academy (Summer Program) |
| | Total course offerings | | Camp University (Summer Program) |
| | AP Enrollment | | Concurrent Enrollment (COM, SRJC) |
| | AVID Enrollment | | |
| | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--|---|--|
| Analyze data to determine if current level of service is adequate to meet the needs of all students (Guidance Counseling) Provide outreach and training parents regarding the use of Naviance to monitor and support student post-secondary plans AVID Program at secondary level Early Intervention Program | LEA-Wide | <u>X</u> ALL | Guid. Coun. \$1,035,738 ^{3, 8} |
| | | OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____ | Naviance \$26,300 ^{6, 7} AVID \$276,482 ⁸ Early Interv. \$731,384 ^{3, 8} |
| Community Liaisons Implement Camp University, EL Newcomer Academy, and Algebra Academy | Low Income Pupils; English Learners; Foster Youth; Re-designated FEP | ___ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient ___ Other Subgroups:(Specify) _____ | Community Liaisons \$206,740 ^{2, 7} Summer Programs \$82,115 ⁸ |

| | | |
|---------|---|--|
| GOAL: 8 | Increase parent participation by engaging them in their child's learning activities and providing parent education opportunities to support student learning. | Related State and/or Local Priorities: |
| | | 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ |
| | | COE only: 9__ 10__ |
| | | Local : Specify _____ |

| | | | |
|--------------------------------------|--|-------------|---|
| Identified Need : | Our students need their families to feel welcomed and able to support their educational success. | | |
| Goal Applies to: | Schools: | All Schools | |
| | Applicable Pupil Subgroups: | All Pupils | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | Parent Survey School Site Survey California Healthy Kids Survey (CHKS) | | Promotion of Parental Participation Community Forums |

Novato High School

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--|--|--|
| Identify preferred methods of communication for all families (no cost) Conduct parent surveys regarding communication, pupil engagement and safety (Communication) Provide outreach and training parents regarding the use of Naviance to monitor and support student post-secondary plans | LEA-Wide | <u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____ | Communication \$112,567 ^{3,7} Naviance \$26,300 ^{6,7} |
| Community Liaisons | Low Income Pupils; English Learners; Foster Youth; Re-designated FEP | ___ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient ___Other Subgroups:(Specify)_____ | Community Liaisons \$206,740 ^{2,7} |

| | | |
|------------|--|--|
| GOAL: 9 | Strengthen community partnerships to provide additional services to students and families. | Related State and/or Local Priorities: 1___ 2___ 3 <u>X</u> 4___ 5___ 6___ 7___ 8___ COE only: 9___ 10___ Local : Specify _____ |
|------------|--|--|

| | |
|-------------------|--|
| Identified Need : | Our students need adequate housing, food and social-emotional support. |
| Goal Applies to: | Schools: All Schools Applicable Pupil Subgroups: All Pupils |

LCAP Year 1: 2015-16

| | | |
|--------------------------------------|---|--|
| Expected Annual Measurable Outcomes: | Number of families participating in food banks Number of students participating in counseling services Support for Special Education students and families Healthy Novato Novato Blue Ribbon Coalition for Youth (NBRCY) Novato Youth Center | Restorative Justice Marin Community Foundation Marin Promise Partnership Parent Institute for Quality Education (PIQE) Boys and Girls Club |
|--------------------------------------|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| Continue and expand partnerships with community agencies to ensure youth and families are connected to safety net services (No Cost/ costs included in other items) Social-Emotional Counseling Services Partnerships with YMCA and Boys and Girls Club of San Francisco (No Cost) | LEA Wide | <u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)_____ | Social Emotional Counseling \$245,850 |
| Increase services to students in need to provide essentials such as food, | Low Income | ___ALL | Food Services |

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|---|---|---|--|
| after school opportunities and other meaningful family services | Pupils; English Learners; Foster Youth; Re-designated FEP | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | \$178,964 ⁸ Community Liaisons \$206,740 ^{2,7} |
| Community Liaisons | | | |
| Continue San Francisco and Marin Food Bank programs (No cost) | | | |

| | | |
|--------------------|---|---|
| GOAL: 10 | Meet the needs of our underserved population with additional staff, resources and engagement. | Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|--------------------|---|---|

| | |
|-------------------|---|
| Identified Need : | Our underserved students have additional needs that can be met with additional staff, support and services. |
|-------------------|---|

| | |
|------------------|---|
| Goal Applies to: | Schools: All Schools |
| | Applicable Pupil Subgroups: Targeted Students |

LCAP Year 1: 2015-16

| | | |
|--------------------------------------|--|--|
| Expected Annual Measurable Outcomes: | Homeless Student Support Foster Student Support | Number of families being served by community liaison |
|--------------------------------------|--|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| Increase family involvement through parent outreach and support to increase student learning (No cost/cost included in other items) Community Liaisons Increased number of sections at secondary level to provide specialized instruction Consultants (Kevin Clark) to inform EL program National Equity Project EL Coordinator | LEA-Wide | __ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __Other Subgroups:(Specify)_____ | Community Liaisons \$206,740 ² Increased Sections \$247,424 ³ Kevin Clark Consulting \$65,500 National Equity Project \$88,000 ⁵ |

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, attendance, and suspensions/expulsions.

Directions: Place or reference the documents which were used to analyze data in order to formulate School Goals and Key Strategies. Based upon the data, determine actions/tasks that will help improve teaching and increase student achievement. Appropriate data should be attached to this document.

- Review of SPSA (2014-15)
- District Needs Assessment
- Local Control Accountability Plan
- WASC documents
- Assessment data reports (CELDT, CST, CAASPP, CAHSEE, MAP, CHKS, Suspension/Expulsion data, attendance reports, etc)

**Novato Unified School District
2014-2016 Single Plan for Student Achievement Annual Update Goal Matrix
English Language Arts**

LEA Goal: All students will make progress towards mastery of Common Core State Standards in English Language Arts as demonstrated by multiple measures.

***School Goal:** 1.) 80% of 11th grade students will “meet” or “exceed” the standards on the ELA section of the CAASPP in the Spring. 2.) All ELD students will move up at least one level on the CEDLT in the Fall.

| | |
|--|---|
| Identify data used to form this goal: | <input type="checkbox"/> Measure of Academic Progress Data (MAP) <input type="checkbox"/> ACT/SAT or EAP college readiness indicators <input type="checkbox"/> Student Grades <input type="checkbox"/> CELDT <input type="checkbox"/> CAASPP <input type="checkbox"/> Local Assessment (District Writing Assessment) <input type="checkbox"/> CAHSEE <input type="checkbox"/> Other _____ |
|--|---|

What did the analysis of the data reveal that led you to this goal?
 Novato High School created and established goals for SPSA and WASC Action Plans in 2014-15 that created a baseline. In 2015-16 we now have usable data from the SBAC. 75% of Novato High School Juniors “Met” or “Exceeded” the standards outlined in the SBAC. The entire English Department participates in a Essay Bootcamp in the Fall which establishes consistent expectations for written work. We are also using a district literacy benchmark that includes close-reading and synthesis paragraph to guide our instruction and create consistency.

Who are the focus students and what is the expected growth?

- 1.) All students are the focus and the expected growth is that all students show mastery in the district literacy benchmark in January and throughout the Spring that will include school-wide staff PD and calibration of the synthesis paragraph.
- 2.) All students enrolled in the English classes, specifically 11th grade students. Expected growth is that students become more comfortable with the change in curriculum based on the CCSS and the shift to skills over content, thus preparing them better for the CAASPP and success in college or career pathways.
- 3.) All current, and future ELD students. Expected growth is that ELD students have the resources to exit the program and enroll in mainstream classes. There will be 8-week benchmark assessments in all ELD classes to determine eligibility of students moving from one level to the next.
- 4.) Our biggest success in the last year is the collaboration that has been created in our newly founded ELD program. The entire department led by DC Christina Lee meet regularly to assess and evaluate students in our ELD program and recommend appropriate support for each student.

What process will you use to monitor and evaluate the data?

- 1.) Teachers worked collaboratively to standardize process and terms/strategies for close reading. Teachers taught in each of their classes and created practice opportunities and assessments. Teachers met in cross curricular small groups to share best practices and challenges.
- 2.) The English Department has met together on several occasions including a pull-out day to discuss best practices and specifically aligning curriculum (Soph Speech, JRP, SRP) to the CCSS, as well as creating assessments that mirror literacy skills and the CAASPP.
- 3.) A new ELD department will be established using the system outlined by Kevin Clark Consulting. Once the baseline assessment is given staff will begin to determine needs and section allocation for future Grammar, Reading, and Conversation classes for ELD students, and thus begin the process of creating the department with teachers that are trained by Kevin Clark Consulting.

Actions to improve achievement to exit program improvement (if applicable):

Novato High School

| Item | LCAP Goal(s) Addressed | Actions/Tasks to accomplish Strategy(ies)** (Actions/Tasks must address subgroup needs.) | How will the school monitor the actions/tasks? | Staff Responsible | Start/Completion Date |
|------|--|--|---|--|-----------------------|
| 1a | Goal 9: Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention. | 1a. All staff increase knowledge and understanding of the skills students need to be successful critical readers. 1b. Staff work collaboratively and cross-curricular on instruction, practice texts and questions, and assessments. 1c. ELD Department will meet regularly to evaluate 8-week benchmarks and determine next steps for each student in the program. | Attendance at professional development Complete of each teacher's close reading text and questions | Admin Department Chairs ELD | Continuous |
| 1b | Goal 4: Effectively implement the Common Core State Standards Goal 7: Increase Professional Development to elevate student achievement and engagement, cultural competency and proficiency | 1c. Staff will identify those reading skills necessary for success on upcoming 2016 CAASPP, career readiness, and life-long literacy. 1d. Establish Pull-Out days for the ELD and English departments, as well as departments who are engaging in literacy development and curricular changes that align with the literacy framework. 1e. Professional Development for all staff that are willing to dive deeper in the literacy anchor standards. PD will also be available for staff that want to develop a better understanding of the CCSS implementation as well as how to implement curricular changes. 1f. PD for all staff that are participating in the calibration of synthesis paragraph as part of the literacy benchmark. | Attendance at professional development and completion of released Smarter Balanced questions Lesson Plans will incorporate CCSS including but not limited to literacy anchor standards. | Admin English Dep All Staff | Continuous |
| 1c | Goal 9: Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention. Goal 8: Enhance the use of technology to support classroom teaching and learning. Goal 12: Strengthen community partnerships to provide additional services to students and families. | 1f. All ELD students will be assessed to determine proper placement and section allocation needed to provide the needed support within the program. 1g. The ELD Program will have Chromebook carts at their disposal to allow students the resources needed to compete and prosper in a 21 st century learning environment. 1h. Implement and maintain an ELAC on site at Novato High School. Hire a Community Liaison to do community outreach for entire student body, but specifically for Spanish speaking stakeholders. 1i. Re-established Community Liaison position, made it full time this year to meet the needs of our school population. All communication goes out in English and Spanish. The Community Liaison will continue to help admin in growing ELAC | ELD Department Chair will meet regularly with site ELD and Sheltered staff to collaborate and provide input. Include Technology Support Admin will continue community outreach and meetings with support of the Community | ELD Admin Tech Mentor IT-site | Continuous |

Novato High School

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| | | | Liaison. | | |
| 1d | | | | | |

**Novato Unified School District
2014-2016 Single Plan for Student Achievement Annual Update Goal Matrix
Mathematics**

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|--|--|---|---|--|--|
| LEA Goal: All students will make progress towards mastery of Common Core State Standards in mathematics as demonstrated by multiple measures. | | | | | |
| *School Goal: All students will demonstrate increasing mastery of CCSS in mathematics as reflected on the CAASPP and site based common Assessments developed using the CPM curriculum and CCSS as a guideline. 60% of all 11 th grade students will “meet” or “exceed” the standards on the Math section of the CAASPP in the spring. | | | | | |
| Identify data used to form this goal: | | <input type="checkbox"/> Measure of Academic Progress Data (MAP) <input type="checkbox"/> ACT/SAT or EAP college readiness indicators <input type="checkbox"/> Student Grades <input type="checkbox"/> CAASPP <input type="checkbox"/> Local Assessment (MARS) <input type="checkbox"/> CAHSEE <input type="checkbox"/> Other _____ | | | |
| What did the analysis of the data reveal that led you to this goal? Novato High School created and established goals for SPSA and WASC Action Plans in 2014-15 that created a baseline. In 2015-16 we now have usable data from the SBAC. 52% of Novato High School Juniors “Met” or “Exceeded” the standards outlined in the SBAC. Our goal moving forward is for 60% of our Juniors at Novato High School to meet the standards on the 2016 SBAC. | | | Who are the focus students and what is the expected growth? All students will be the focus with the expectation that we have at least 60% of the students at Novato High School scoring Proficient or above on the Math CAASPP in the Spring. The Math department will pull data from EADMS based on Common Assessments given on summative exams as well as formative exams (MAP), and district benchmarks throughout the school year. They will use this data to remediate instruction as well as differentiate after meaningful collaboration. It will also inform us on whether or not we need to introduce remedial classes at a later date. | | |
| What process will you use to monitor and evaluate the data? 1.) Teachers worked collaboratively to establish resources and strategies for CPM alignment amongst all of the Math classes. Teachers taught in each of their classes and created practice opportunities and assessments. 2.) The Math Department has met together on several occasions to including a pull-out day to discuss best practices and specifically aligning curriculum to the CCSS, as well as creating assessments that mirror selected response and performance tasks that exist on the CAASPP. 3.) New courses will be introduced to help with students that struggle with the traditional algebra I curriculum including an algebra fundamentals class and Personal Finance for students trying to obtain the 2 nd year requirement for graduation. | | | Actions to improve achievement to exit program improvement (if applicable): Our ASCEND program. This class is supplemented by an individual intervention that remediates students using real time and dates. | | |

| Item | LCAP Goal(s) Addressed | Actions/Tasks to accomplish Strategy(ies)** <small>(Actions/Tasks must address subgroup needs.)</small> | How will the school monitor the actions/tasks? | Staff Responsible | Start/Completion Date |
|------|--|--|--|-------------------|-----------------------|
| 2a | Goal 4: Effectively implement the Common Core State Standards | 2a. August 2014-June 2016: All math teachers trained on CPM curriculum. Math Department conducted Professional Development to dissect CCSS as well as implement the new standards into their curriculum. Purchase materials and resources for teachers to properly implement the new CPM curriculum. | Lesson implementation will reflect Common Core Standards and provide Rigor | Math Admin | Continuous |

Novato High School

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| | | | and Relevance. | | |
| 2b | Goal 7: Increase Professional Development to elevate student achievement and engagement, cultural competency and proficiency | <p>2b. August 2014-June 2016: English, Math, and Science had pull-out days during the Fall of 2014. This continued throughout the 2015-16 school year. During the pull-out day departments worked on CCSS alignment, common assessment, technology integration and best practices.</p> <p>2c. August 2014-June 2016: English, Social Science, AVID, Counseling, and the Administration has attended professional development opportunities with a wide range of objectives from CCSS alignment, to technology integration, PBL, SIOP, and Model Schools.</p> | Teachers will share out at staff meetings on how implementation of new curriculum and instructional strategies are leading to better instruction. | Math Science Admin | Continuous |
| 2c | Goal 8: Enhance the use of technology to support classroom teaching and learning. | <p>2d. August 2014-June 2016: Several Chromebook carts were purchased and staff has had options for Professional Development in dealing with Google Apps for Education on campus via peer collaboration and PD offerings at Marin County Office of Education. All of these efforts to increase tech usage, as well as the implementation of EADMS, allowed the Math Department to have meaningful collaboration with data from common assessments and ASCEND.</p> <p>2e. August 2014-June 2016: Teachers have begun the process of integrating technology with Chromebook carts by using Google Apps for Education. iPad carts are used as well for research based projects.</p> <p>2f. Use ASCEND program intervention for individualistic remediation to target areas of weakness.</p> | <p>Classroom visits</p> <p>Department Chair feedback</p> | Math | Continuous |
| 2d | Goal 9: Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention | <p>2g. January 2015-June 2016: Use EADMS to disaggregate common assessment data in order to differentiate and remediate instruction within the math classes.</p> <p>2h. August 2014-June 2016: Establish benchmarks on each assessment to determine progress. CPM with spiraling allows you to look at common benchmarks and concepts in order to identify students with struggles.</p> <p>2i. August 2015-June 2016: Offer courses to students who have struggled in Course 3 in 8th grade that are entering Novato High School. One class for 2015-16 and 2016-17 is Algebra Fundamentals. Offer courses for students that have struggled with Algebra 1 during their tenure. Offer courses for students that have completed Algebra 1 but are struggling to complete their 2nd course past Algebra 1 (ex: Personal Finance).</p> | <p>Classroom visitations</p> <p>Monitor EADMS</p> <p>Debrief with Departments on local assessments and validity</p> <p>District Articulation with Secondary Math Departments</p> | Math Coun. Admin | Continuous |

Novato Unified School District 2014-2016 Single Plan for Student Achievement Annual Update Goal Matrix School Culture

Novato High School

LEA Goal: All schools will provide a positive, equitable learning environment that promotes engagement and collaboration between students, staff and parents as evidenced by multiple measures.

***School Goal:** Empower all of the stakeholders in the Novato High School community to engage in a collaborative effort to create a climate and culture with a positive learning environment where everyone has a voice and can contribute to the success of the school.

| | | | |
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| Identify data used to form this goal: | <input type="checkbox"/> Suspension/Expulsion | <input checked="" type="radio"/> Parent/Student/Staff Surveys | <input checked="" type="radio"/> CA Healthy Kids Survey (CHKS) |
| | <input type="checkbox"/> Attendance | <input checked="" type="radio"/> Graduation Rate | <input type="checkbox"/> Drop-out Rate |
| | <input checked="" type="radio"/> Other__CELDT/CAASPP_____ | | |

| | |
|---|---|
| What did the analysis of the data reveal that led you to this goal? A majority of the feedback and data we are using to create and maintain our outreach and to develop a culture of inclusion has come from student, parent, and staff surveys on a variety of topics. | Who are the focus students and what is the expected growth? <u>All Students, parents, neighbors and staff</u> |
|---|---|

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| What process will you use to monitor and evaluate the data? A majority of the feedback and data we are using to create and maintain our outreach and to develop a culture of inclusion has come from student, parent, and staff surveys on a variety of topics. We will continue to get feedback from all of the groups mentioned, but also leaning on our PTSA and School Site Council to help us develop and maintain a climate and culture where every student can exceed their own expectations every day. | Actions to improve achievement to exit program improvement (if applicable): -Created a New Vision and Mission with input from all stakeholders -Created a Student Advisory Council -Created an Instructional Leadership Team -Created a site based facility committee -Increased the Principal's role in ASB -Created Link Crew -Increased the days from 2 days/week to 4 days/week for Novato Youth Center Counseling on campus -Created a Graduate Profile with input from all stakeholders -Held a Neighborhood Night for our residential community adjacent to the school to build that relationship. -Held an Open House/8 th grade Parent Night with everyone listed above included in the event -Increased our outreach for ELAC with the help of our Community Liaison and administration. -Started instructional rounds with each department to have meaningful collaboration with staff regarding curriculum and pedagogy. |
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| Item | LCAP Goal(s) Addressed | Actions/Tasks to accomplish Strategy(ies)** (Actions/Tasks must address subgroup needs.) | How will the school monitor the actions/tasks? | Staff Responsible | Start/Completion Date |
|------|---|--|--|-------------------|-----------------------|
| 3a | Goal 10: Increase parent participation by engaging them in their child's learning activities | 3a. PTSA, ELAC, SSC, MSA Foundation and Boosters, ASB 3b. Access to Aeries to review and monitor grades throughout the semester. 3c. PTSA eNews, Marquee, MSA newsletter, "What's the Buzz?" 3d. California Healthy Kids Survey | Ask parents to sign in at meetings. Create agenda for meetings with parent leadership and guidance. | Admin | Continuous |

Novato High School

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| | | 3e. Community Liaison will engage parents from an array of socio-economic, as well as racially and ethnically diverse backgrounds. | | | |
| 3b | Goal 6: Provide access to a broad course of study and strengthen the career readiness program for all students, including the special needs population. | <p>3f. Added several new courses to the academic planning guide and master schedule including; AP Human Geography, AP Art History, AP Music Theory, Personal Finance in 2015. In 2016 we will be adding Global Contemporary Issues, Physics of Making Things, AP Comparative Government, AP Micro Economics, Entrepreneurship (COM), Sports Broadcast and Journalism (COM), Mandarin (COM). We will track subgroup enrollment in these courses to make sure that we are creating equity system wide and maintaining open access.</p> <p>3g. Continuing partnership with College of Marin to access CTE courses and create career pathways. The goals around the pathways is to expose students to possible interests and create relevance and exposure to the possibilities that exist beyond the borders of our campus.</p> <p>3h. Started the process of creating a Product Design, Health Careers, and Global Contemporary Issues pathway with idea that every student on campus will have a program, or pathway to call home in the next 3-years.</p> | <p>Monitor course selection by students to gauge interests and create section allocation.</p> <p>Continue to meet with COM officials to maintain partnership and create opportunities</p> | Admin Coun. | Continuous |
| 3c | | | | | |
| 3d | | | | | |

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116) COMPONENTS FOR IMPLEMENTATION

ACADEMIC ACHIEVEMENT

Which reform strategy generated the highest overall measurable increase in student achievement?

Which instructional intervention had the slightest or no measurable impact on overall student achievement?

Novato High School

Revisions to plan

SAFETY-NET

Which action produced a notable improvement in the procedure in which students who need additional assistance to meet grade level standards are helped?

Which action was the least influential in transforming the way in which students who are not meeting grade level are helped?

PROFESSIONAL DEVELOPMENT

What one action advanced the implementation of methods to improve the connection between instruction and academic achievement?

What professional practice did not result in a significant improvement enhancing instructional technique?

PARENTAL INVOLVEMENT

Which reform strategy significantly increased the involvement of parents as members of the learning community?

Novato High School

Which reform strategy had the least impact increasing parents as stakeholders in the learning community?

COORDINATION AND INTEGRATION OF FUNDS –

How did Title I funds provide help to reach one objective?

What action supported by Title I funds did not improve academic achievement for students?

BUDGET

Insert
Budget Pages

Budget Funding

2014-2016 Assurances & Justifications Budget Pages



Presupuesto- Gastos tal como se delinean en el Plan Unico de Logros Estudiantiles



| Meta SPSA | Item | Meta NUSD LCAP | Gastos propuestos para activos y estrategias para implementar esta meta | Costo estimado | Año presupuesto | Categoría | Fuente de financiamiento |
|----------------|------|-----------------------------------|---|----------------|-------------------|---------------------------------------|--------------------------|
| Meta 1 - ELA | c | Condiciones de aprendizaje Meta 4 | Oportunidades de desarrollo profesional e Inglés y días fuera del aula para ELD para colaboración. | \$5,000.00 | 2014-15 | Libros y útiles escolares (4000-4999) | Common Core (7405) |
| Meta 1 - ELA | j | Resultados de alumnos Meta 9 | <i>Kevin Clark Consulting</i> : Salarios por sección de colocación incluyendo un periodo de descanso para el jefe de Departamento del ELD | \$100,000.00 | 2015-16 | Salarios certificados (1000-1999) | Objetivo LCFF (0290) |
| Meta 1 - ELA | c | Resultados de alumnos Meta 8 | Compra de 4 tarjetas <i>Chromebook</i> que se usarán en todos los departamentos de la escuela. | \$60,000.00 | 2014-15 | Libros y útiles escolares (4000-4999) | Common Core (7405) |
| Meta 1 - ELA | j | Participación Meta 12 | Persona <i>Liaison</i> contratada para fortalecer relaciones comunitarias y desarrollar una fuerte conexión del ELAC con la escuela <i>Novato High School</i> . | \$30,000.00 | 2014-15 y 2015-16 | Salarios certificados (2000-2999) | Objetivo LCFF (0290) |
| Meta 1 - ELA | j | Resultados de alumnos Meta 8 | Tarjeta <i>Chromebook</i> para el programa ELD | \$15,000.00 | 2014-15 | Libros y útiles escolares (4000-4999) | Objetivo LCFF (0290) |
| Meta 2- Matem. | c | Condiciones de aprendizaje Meta 4 | Compra de recursos para implementar el nuevo currículum CPM | \$18,000.00 | 2014-15 | Libros y útiles escolares (4000-4999) | Common Core (7405) |
| Meta 2- Matem. | c | Resultados de alumnos Meta 7 | Oportunidades de desarrollo profesional, así como días fuera del aula para Matem para colaboración. | \$4,000.00 | 2014-15 | Libros y útiles escolares (4000-4999) | Common Core (7405) |
| Meta 3 Clima | j | Condiciones de aprendizaje Meta 6 | Persona <i>Liaison</i> contratada para fortalecer relaciones comunitarias y desarrollar una fuerte conexión del ELAC con la escuela <i>Novato High School</i> . | \$30,000.00 | 2014-15 y 2015-16 | Salarios certificados (2000-2999) | Objetivo LCFF (0290) |

Novato High School

[illegible]

| Meta NUSD LCAP | Descripción general de gastos propuestados | Costo estimado | Categoría | Año presupuestado | Fuente de financiamiento |
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