



“Keeping All Doors Open”

2022 Curriculum & Instruction Plan

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2019-2020* Local Control Accountability Plan Goals

- 1. Student Success: All students will demonstrate mastery of grade level content as well as the Novato Unified School District Graduate Profile (Six C's) and will meet the UC/CSU entrance requirements upon graduation so that they are prepared for and successful in college and career.**

State Priorities:

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

- 2. Staff Success: All staff will receive the appropriate support and resources in order to create the conditions to ensure student success.**

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

- 3. Community Involvement: Each school site will develop and maintain positive parent, students, and community involvement and engagement to promote and support student success.**

State Priorities:

- Priority 3: Parental Involvement (Engagement)

*Note: a new three-year Local Control Accountability Plan will be written in 2020

“Keeping All Doors Open” 2022 Curriculum and Instruction Plan

Novato Unified School District Education Services

Mission:

Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.

Vision:

NUSD will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful and productive citizens. NUSD will engage parents, teachers, and our community to actively support our students’ growth and learning.

1.

Multi-tiered System of Support (MTSS) Action

The Need:

While the education supports and pedagogy in Novato Unified School District have improved over the past four decades, these improvements have not been experienced equally among all students. Our district California Assessment of Student Progress and Performance (CAASPP) demonstrates the disparity in these outcomes for our subgroup students including Socio-Economically Disadvantaged (SED), English Language Learners (ELL), Hispanic, African American/Black (AA), and Students With Disabilities (SWD).

| Student Group | English Standard Met or Exceeded | Math Standard Met or Exceeded | English Standard Nearly Met | Math Standard Nearly Met | English Standard Not Met | Math Standard Not Met |
|---------------|----------------------------------|-------------------------------|-----------------------------|--------------------------|--------------------------|-----------------------|
| All | 55.25% | 46.13% | 22.3% | 26.21% | 22.45% | 27.66% |
| SED | 34.25% | 24.04% | 27.31% | 29.5% | 38.44% | 46.46% |
| ELL | 5.12% | 5.34% | 20.7% | 18.61% | 74.18% | 76.04% |
| Hispanic | 34.08% | 24.68% | 29.67% | 29.66% | 36.25% | 45.66% |
| AA | 36.31% | 17.89% | 21.05% | 21.05% | 52.63% | 61.05% |
| SWD | 25.93% | 15.65% | 26.23% | 22.25% | 53.19% | 62.1% |

In NUSD, low income students and students of color are likely to underperform their peers in all areas of student outcomes. They are also less likely to graduate A-G compliant, and more likely to be suspended or chronically truant. And, due to the national persistent legacy of discriminatory institutional practices and structural racism, young people of color are often faced with the greatest barriers to success and the fewest opportunities and support structures. A 2018 Special Education Study by *School Services of California* strongly recommended NUSD implement the evidence-based MTSS system structures to support struggling students.

Our mission in Novato Unified School District is to foster the academic success, health, and well-being of students by ensuring universal access to high-quality education and building access to quality interventions for students in need. This Multi-tiered System of Support (MTSS) plan

seeks to institutionalize best system practices, such as data monitoring and multi-disciplinary services coordination teams to address the needs of the whole child. With a deep commitment to sustainability, we work to nurture the development of collaborative school governance structures that integrate family, school, and community resources to maximize supports for youth.

Evidence Based Practices in Behavioral and Social-emotional Systems of Support:

Multi-tiered System of Support, formerly known as RTI, grew from efforts to improve identification practices in Special Education. MTSS operationalizes *evidence-based practices* within a Multi-Tiered System of Support. Simply put, it is a process of systematically monitor the performance of students as evidence of the need for additional services and/or changes in classroom instruction. MTSS changes the way NUSD schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. MTSS establishes critical factors and components to be in place at the universal level (Tier 1), targeted group (Tier 2), and individual levels (Tier 3). Not all students will respond to standard evidence-based Tier 2 programs. Research suggests 5-10% of the general population require the more intensive intervention afforded by special education.

There is a robust body of research demonstrating the proven impact of MTSS in reducing referrals to Special Education, reducing disciplinary incidents, reducing drop-out rates, improving student attendance, increased parental involvement, and impacting academic school outcomes. MTSS harnesses the power of *evidence-based interventions* in schools.

The core features of MTSS include:

- Expectations for **high quality, research-based instruction** in all general education classrooms.
- Universal, classroom-based **screening** to identify need for additional support.
- Collaborative, **team-based approach** to development, implementation, and evaluation of alternative interventions.
- **Increasingly intense**, multi-tiered application of an array of high-quality, evidence-based instruction matched to **individual needs**.
- **Continuous monitoring** of progress to determine impact of interventions.
- Expectations for **parent involvement** throughout the process.

As NUSD implements these MTSS strategies, systems will be empowered to address student knowledge gaps and reduce the profound and persistent inequities in our communities while creating opportunities for each and every child to thrive (see chart).

Core Features of MTSS

| | Tier One | Tier Two | Tier Three |
|--|--|---|---|
| Instruction/ Intervention Approach | Comprehensive research-based curriculum | Standardized, intensive (ideally in the classroom) targeted small group instruction focused on a targeted skill | Highly individualized, based on student data and targeted support |
| Group Size | Class-wide differentiation (with some small group instruction) | 3–7 students | No more than 3 students (ideally) |
| Time | time allotted for instruction | 30 minutes, 3–5 days/week | 45–120 minutes, 5 days/week |
| Duration of intervention | Daily | 8–15 weeks, <20 weeks | 20+ weeks |
| Evidence to be examined* *Objective is to systematically fade the intervention. | Comprehensive coverage of critical content instructional practices and strategies with evidence of efficacy; group mastery and screening | Assessment aligned to target skill(s) using standardized program with demonstrated efficacy; intermittent progress monitoring to determine impact | Individualization of intervention, embedding instructional strategies and supports based on student data; frequent, ongoing progress monitoring to determine impact |
| Population Served | All students (100%) | At-risk students (15-20%) | Students with significant and persistent needs (5-10%) |

District Objective:

- 1. Implement clearly articulated systems for behavior, academics, and social-emotional supports with fidelity within a multi-tiered system of supports (MTSS) by 2022 to enhance a ‘Culture of Competence’.**

Intended District Outcomes:




- a. Expand the multi-tiered system of behavioral and social-emotional supports to maximize resources and ensure efficient supports are provided to all students.
- b. Enhance the accuracy of collecting, recording, and analyzing behavior data to be utilized within the problem-solving process to ensure clear, data-based system processes to improve system effectiveness.

Progress Indicators:

Increased academic competence (Multiple Measures)
 Increased attendance (Truancy data)
 Positive school climate (Youth Truth Survey)
 Increase time on task (Edusnap data)
 Decrease in office referrals (Aeries data)
 Decrease in suspensions (OSS/ISS/Detention, CA Dashboard)
 Decrease in racially disproportionate discipline (CDE monitoring)

Action Plan:

| Planned Action | LCAP Goals & Outcomes | Outcomes | Responsible for Execution | Expenditures: Professional Learning / Partnerships |
|---|----------------------------|---|---|--|
| 2018-2019 School Year | | | | |
| ✓ Analyze existing data and establish a Leadership Team to actively coordinate implementation efforts | 1,2 1a, b equity (e) | Clarified areas of need and data monitoring indexes for MTSS success | Assistant Superintendent Director of Student Success | |
| ✓ Identify Partners and potential partners available to assist in filling in the identified gaps | 1,2,3 1a e | Enhanced resources and NUSD MTSS resource maps | Administration Prevention Coordinator MTSS Coordinator | Browning Wright |
| ✓ Hire MTSS Coordinator | 2 1a,b e | MTSS Coordinator to oversee district project | Assistant Superintendent | Low-Performing Student Block Grant (LPSBG) |
| 2019-2020 School Year | | | | |
| Conduct MTSS audit of systems | 2 1a, b e | Establish a Resource Map of NUSD MTSS systems and list of determined additional expertise needed, and specific competencies or proficiencies that are required. | Assistant Superintendent Director of Student Success ES Coordinators Teachers Administration | Browning Wright Training Costs |
| Introduce MTSS to District at a global-level, while training a cadre of individuals who provide coaching support for local implementation on the practices and processes of schoolwide MTSS for behavioral and social-emotional needs | 1,2 1a, b e | Globally shared resource map. MTSS cadre established and trained. | Assistant Superintendent, Director of Student Success Administration, Teachers, ES Coordinators | MTSS Training Browning Wright Training Costs |
| Empower all teachers with Tier One Universal | 1,2,3 1a | Universal Instruction: Trauma Informed | Assistant Superintendent, | Trauma Informed Schools Training, |

| | | | | | |
|--|--|------------------|---|--|--|
| | Precautions for behavioral and social-emotional via training, coaching, and technical assistance. Focus on school-wide, on-going expansion of teacher capacity in the use of a foundational toolbox of research-based explicit instructional strategies. | e | Schools, QPR, Social Emotional Wellness Suicide Prevention, School Engagement, Attendance, Indigo Screener | Director of Student Success Administration, Teachers, Behaviorist, Prevention Program Coordinator | Indigo, Restorative Practices, CCR Culture of Caring P5 |
| | Identify and implement easy-to-use universal screeners and a simple referral system to ensure standardization.  KSEP, DESSA mini  Indigo  Assorted Academic Measures | 1,2,3 1b e | Referral system and assessment process utilized to collect, record, analyze behavior data within the Coordination of Service Team process | MTSS Coordinator, Administration, Teachers, Prevention Coordinator | DataMatters Browning Wright |
| | Establish a weekly Coordination of Services Team at each school site (streamlining the SST and 504 processes) to identify and address student needs holistically and ensure that the overall system of support works together effectively. | 1,2,3 1b e | Coordination of Services Team operating at each school site properly using clear system strategies for managing and integrating various learning supports and resources for students. | MTSS Coordinator, Administration, Coordination of Services Team, Prevention Coordinator, Teachers | Browning Wright |
| | Implement (or enhance existing) Tier Two Evidence Based differentiated instruction interventions to provide time-limited support of moderate intensity to create a stronger foundation of academic skills for at-risk learners. The over-arching goal is to enable at-risk students to succeed in the Tier One classroom environment. | 1,2,3 1a e | Tier Two evidence based Interventions established and used with fidelity at all school sites. | Director of Student Success, ES Coordinators, Administration, Coordination of Services Team, Behavior Health Specialists | Browning Wright AVID Tier Two Training Costs |
| | Implement (or enhance existing) Tier Three Evidence Based interventions supports for pervasively extremely aggressive behavior, unusual medical or mental health needs. Tier Three requires individualized attention utilizes tools like: | 1,2,3 1a e | Tier Three Evidence Based Intervention, Functional Behavior Assessment (FBA), and a function-based Behavior Intervention Plan (BIP) established and used with fidelity at all school sites. | Director of Special Education, Assistant Director, Program Specialists, Behavior Specialists, | Training for relevant staff in Tier Three intervention(s). including FBA/BIP protocols |

| | | | | | |
|------------------------------|---|---------------------|--|---|---|
| | Functional Behavior Assessment (FBA) and a function-based Behavior Intervention Plan (BIP). | | | Psychologists, Resource Specialists | |
| | Initiate regular Coordination of Services Team meetings at schools and continue efforts to ensure collaborative service delivery while conducting evaluation process to improve team function and system effectiveness. | 1,2,3 1b e | MTSS Coordinator tracks, monitors and reports on student progress and identified measurable outcomes throughout the year | MTSS & Prevention Coordinators, Teachers, Administrators | Browning Wright Data Matters |
| 2020-2021 School Year | | | | | |
| | Expand and digitally publish the multi-tiered system of behavioral and social-emotional supports resources maps for coordination of system-wide services. | 1,2,3 1a e | Updated Resource Map of NUSD MTSS systems coupled with training of Coordination of Services Teams | Director of Student Success, MTSS & Prevention Coordinators, Administration | Meeting costs, Publication Costs |
| | Continue to expand and establish regular Coordination of Services Team meetings and conduct ongoing evaluation and enhancement of MTSS program. | 1,2,3 1a, b e | MTSS Coordinator audits and evaluates program to ensure: a. High quality first instruction b. Fidelity to tools for tier 1,2,3 c. Clear processes and procedures d. Frequent data collection and analysis by a team e. Data-based decision making | Director of Student Success, MTSS & Prevention Coordinators, Administration, Prevention Coordination of Services Team | Browning Wright Data Matters P5 |
| | Extend the protocols from social emotional and behavioral Coordination of Services Team model to gradually include academic monitoring and referral practices. | 1,2,3 1a, b e | Instruction and Innovation Coordinator partners with Prevention Coordinator to establish uniform protocols and practices for academic monitoring and interventions. | Director of Student Success, MTSS & Prevention Coordinators, Principals | Meeting costs Expanded Training TBD |
| 2021-2022 School Year | | | | | |
| | Continue to expand or revise the multi-tiered system of behavioral and social-emotional supports based up needs data. | 1,2,3 1a e | Updated Resource Map of NUSD MTSS systems coupled with training of Coordination of Services Teams | MTSS & Prevention Coordinators | TBD |
| | Continue to institutionalize Coordination of Services Team meetings and evaluate and enhance MTSS program. | 1,2,3 1a, b e | MTSS Coordinator audits and evaluates program per criteria above (a-e). Establishes an action plan for scope of improvement during the year. | Director of Student Success, MTSS & Prevention Coordinators, Principals | TBD |

| | | | | | |
|--|--|---------------------|--|---|---|
| | Continue to merge MTSS protocols to consolidate social emotional and behavioral Coordination of Services Team model to gradually include academic monitoring and referral practices. | 1,2,3 1a, b e | Instruction and Innovation Coordinator address areas of growth for academic MTSS program. Prevention Coordinator address areas of growth for social and emotional MTSS. | Director of Student Success, MTSS & Prevention Coordinators, Principals | Meeting costs Expanded Training TBD |
|--|--|---------------------|--|---|---|

2. Proficiency Based Education (PBE) Action

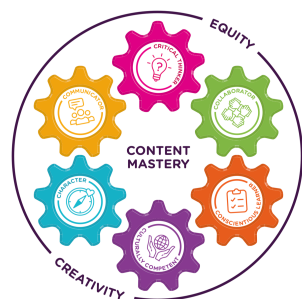
The Need:

NUSD finds itself in a place of somewhat stagnant growth in our academic outcomes. While there are areas of improvement, our overall outcomes in ELA and Math are declining. Our schools are narrowly exceeding the state averages and lagging behind the county. In 2018, only 55.61% of NUSD students tested proficient in ELA (State 49.8%, Marin County 65.35%) and 46.31% proficient in Math (State 28.6%, Marin County 57.47%).

In 2016, NUSD teachers attended the Fair Grading Conference and participated in the Tru Math Framework. These teachers began advocating for more district focus on proficiency-based learning. As Tom Rooney, Superintendent of the Proficiency-Based

Lindsay Unified School District supported by the Gates Foundation, “In order to truly transform education from an industrial-age model to a model of system-wide empowerment, organizations must be willing to go beyond second order change. They must be willing to remove and replace the status quo with a learning-centered culture of innovation and ownership.”

Through NUSD’s graduate profile and establishment of the six C’s, our focus has been centered on students gaining the skills, abilities, and knowledge required in all areas of study, along with those necessary to be successful in college, career and civic life. Proficiency Based Education is an academic approach designed to identify and address knowledge gaps to provide equitable learning opportunities for every student. Districts across the country are deriving great student benefit in transitioning to Proficiency Based Education. By focusing on proficiency based



and be involved citizens.

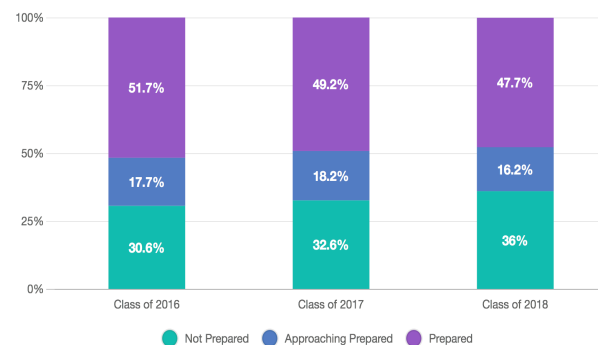
practices, such as prioritizing the most essential knowledge and skills, providing rigorous and engaging learning experiences aligned to clear outcomes, and ensuring that all students have access and supports to reach the competencies---NUSD will graduate students who have fewer critical knowledge gaps and are better prepared for college, career, and civic life. Proficiency Based Education strives to track, measure, and ensure that all of our students are educated to be highly literate, technologically savvy, able to analyze multiple sources of data on all sorts of topics, work well with others, communicate effectively,

Evidence Based Practices in Proficiency Based Education:

When districts like NUSD recognize that the traditional systems and practices aren’t working for all students, the foundation is laid for Proficiency Based Education. A systemic approach which

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



implements robust quality control measures to calibrate rigor is the only way to ensure that all students can fully achieve the vision of the Graduate Profile.

Proficiency Based Education is often described with the phrase, “Learning is constant, and time is the variable.” Proficiency Based Education is burgeoning across America and many districts have re-aligning their systems, creating proficiency-based diplomas, and converting credits to recognize skills learned rather than time in class. The NUSD community will collectively determine our practices in this regard through the insights and planning of the Teacher Leadership Team.

According to the research, the elements that need to be put into place to re-engineer the NUSD education system to reliably produce student learning are the following:

- Students advance upon demonstrated mastery;
- Competencies are clearly defined include explicit, measurable, transferable learning objectives that empower students;
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.
- Feedback is truly meaningful and a contribute to positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs;

As NUSD has experienced first-hand, the traditional system inadvertently produces gaps in learning because it is established around a time-based teaching that guarantees a minimal exposure to content without a guarantee of learning. This is combined with an A through F grading system—which studies have shown can fail to accurately measure of learning, and often demotivates students. This happens through historical errors, including: providing points for compliant behavior, allowing for measurements based on assignment completion instead of learning, and masking student progress through the averaging of grades. This system can cause accountability for learning to erode while contributing to the opportunity gap for under privileged students.

In transitioning to a Proficiency Based Educational system, NUSD will enact significant changes in how our schools operate and how NUSD teaches students. This culture shift will eventually affect everything from the school’s educational philosophy and culture to its methods of instruction, testing, grading, reporting, promotion, and graduation. The promise of Proficiency Based Education is that all students will meet expectations set forth in standards and achieve proficiency.

Emphasized Pedagogy:

Project-Based Learning (PBL): PBL pedagogy is core to NUSD identity and fits cohesively in a PBE system. This strategy is based on researching showing that students learn best by experiencing and solving real-world problems. Students seek knowledge to tackle realistic problems as they would be solved in the real world. Students have increased control over their learning, and teachers serve as coaches and facilitators of inquiry and reflection.

English Learner Strategies: NUSD has been developing strong instructional strategies K-12 for English Language Learners primarily with Kevin Clark Consulting strategies for a series of several years. Secondary EL teachers are using the AVID EL approach. In 2019-20, NUSD will have the opportunity to reevaluate and formalize the pedagogical strategy for strengthening comprehensive educational policies, programs, and practices for English Learners (CA EL Roadmap). With robust input from teachers and the community, this will establish a district-wide common vision and mission for educating English learners.

District Objective:

2. Implement clearly articulated Proficiency Based Education systemwide structures by 2022 to enhance a ‘Culture of Excellence’.

Intended District Outcomes:

- a. Operationalized vertically aligned continuums of learning across K-12 accompanied by clear protocols and processes.
- b. Enhance the accuracy of collecting, recording, and analyzing learning data to be utilized within the problem-solving process to ensure clearly identified academic strengths as well as the specific concepts and skills students have not yet mastered to ensure that students are acquiring the knowledge and skills of the graduate profile.

Progress Indicators:

Increased academic competence (Multiple Measures: CAASPP, Benchmarks, MAP, MARS, Running Records, ELPAC, Reading Records, Graduate Profile growth assessments)
 Increased attendance (Truancy data)
 Positive school climate (Youth Truth Survey)
 Increased time on task (Edusnap data)
 Decrease in racially disproportionate academic outcomes (CDE monitoring)

Action Plan:

| Planned Action | LCAP Goals & Outcomes | Outcomes | Responsible for Execution | Expenditures, Professional Learning / Partnerships |
|---|---------------------------|---|---|--|
| 2018-2019 School Year | | | | |
| ✓ Establish Teacher Leadership Team focused on curriculum structures, high quality instruction with representative teachers who must undertake extensive study, solicit feedback, engage in dialogue with peers and | 1,2,3 2a equity (e) | Create a shared vision using a process that ensures shared ownership. Articulate a clear transition strategy with accountability timelines, benchmarks, and metrics. Include systems to monitor, support, and | Assistant Superintendent, Director of Student Success | Plus One Leadership Facilitation, Marzano Research Center Training Costs |

| | | | | | |
|------------------------------|---|--------------------|--|--|--|
| | colleagues, and provide coaching. | | identify critical learning and system needs. | | |
| 2019-2020 School Year | | | | | |
| | Provide professional development of Teacher Leadership Team (TLT). | 1,2 2a e | Develop knowledge to empower teacher created Performance Scales based on Learning Targets to make instructional decisions and monitor student achievement using student friendly language. | Assistant Superintendent, Director of Student Success, ES Coordinators, TLT | Marzano Research Center, Training Costs, LPSBG |
| | <p>Establish standards-referenced reporting: measurable Learning Targets, Proficiency Scales, and strive for a calibrated understanding of proficiency.</p> <ul style="list-style-type: none">  Digital Portfolios  Senior Defense  Student Led Conferences  Learning Exhibitions  Self-Assessments  CAASPP  Benchmarks  MAP  MARS  Running Records  ELPAC  Fountas and Pinnell reading levels | 1,2,3 2a,b e | Establish district-wide Learning Target Proficiency Scales for assessing student performance through variety of tasks and situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and habits of mind in a variety of contexts. These assessments often will occur over time and/or result in a tangible product or observable performance. These tasks will encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. | Assistant Superintendent, Director of Student Success, Coordinator of Teaching & Learning, TLT | <p>Marzano Research Center Teacher Costs</p> <p>DataMatters</p> <p>PBL</p> |
| | Inform and educate parents and stakeholders about the benefits and strategies of Proficiency Based Education and PBL. | 3 e | Establish common understanding and buy in with stakeholders. | Coordinator of Teaching & Learning, TLT | Education night and marketing |
| 2020-2021 School Year | | | | | |
| | Continue Teacher Leadership Team focused on curriculum structures, high quality instruction and supporting students identified as low-performing. | 1,2 2a,b e | Continue to develop teacher leadership team to identify and implement evidence-based Proficiency Based Learning structures. | Director of Student Success, Coordinator of Teaching & Learning | Plus One Leadership Facilitation, Marzano Research Center Training |

| | | | | | |
|------------------------------|---|---------------------|--|---|--|
| | Educate expanding small groups of staff on performance assessments of Learning Targets with Proficiency Scales. | 1,2,3 2a,b e | Implement Learning Target rubrics district-wide for assessing performance. Establish a variety of tasks and situations in which students are given multiple opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and habits of mind in a variety of contexts. | Director of Student Success, Coordinator of Teaching & Learning | DataMatters Marzano Center Training PBL Training Costs LPSBG |
| | Engage in robust stakeholder input sessions to identify or create District Learning Management System. | 1,2,3 2a, b e | Learning Management System identified for Proficiency Scales and tracking student mastery. | Director of Student Success, Coordinator of Teaching & Learning, TLT | DataMatters Meeting Costs |
| | Continue to inform and educate parents on Proficiency Based Education and PBL. | 3 e | Establish common understanding and buy in with stakeholders. | Coordinator of Teaching & Learning, TLT | Education night and marketing costs |
| 2021-2022 School Year | | | | | |
| | Develop a robust three-level structure of overall competencies, measurable topics, and Learning Targets (LT) forming clusters of standards into measurement. LTs focus instruction and assessment to creates a continuum that teachers can use to keep track of the progress of individual learners K-12. | 1,2,3 2a,b e | Identify and implement evidence-based Proficiency Based Learning structures that directly support pupil academic achievement and establish tiered academic interventions are established and utilized for students who struggle academically. | Assistant Superintendent Director of Student Success, Coordinator of Teaching & Learning, MTSS Coordinator | Marzano Research DataMatters AVID P-5 PBL Training Costs |
| | Ensure standards-referenced reporting and organizational system tools (Learning Management System), policies, and practices are aligned to pave the way for Proficiency Based Education. And ensure stakeholders are educated about new methods. | 1,2,3 2 a,b | Pilot systems to ensure practices and tools are tested before a system-wide roll out. Adopt policies and operating procedures for personalization and competency-based learning. | Director of Student Success, Coordinator of Teaching & Learning, MTSS Coordinator | DataMatters Training Costs |

3. Culture of Caring

The Need:

NUSD has seen a steady increase in Suspension Rates in most areas, but particularly in the area of African American Students and Foster Youth. This qualified the district for Differentiated Assistance in 2018 and comes with a state requirement that this be an area of focus for strategic system change.

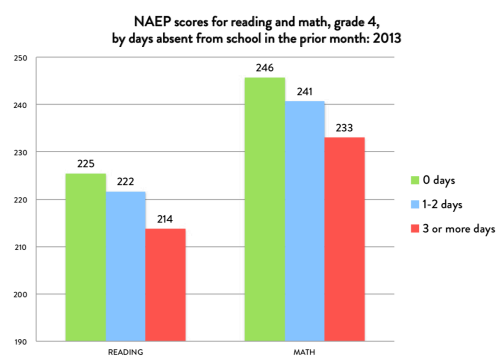
| Suspension | | | | |
|------------------|--------------------|--------------------------------|------------------------------|-----------------------------|
| Student Group | Status Level 17-18 | Change from prior year 2016-17 | Number of Students suspended | Number of students enrolled |
| All | 3.4% | + .8% | 266 | 7,812 |
| ELL | 3.1% | + .7% | 42 | 1,352 |
| Homeless | 1.3% | -1.8% | 1 | 80 |
| Foster | 12.2% | + 9.9% | 5 | 41 |
| SED | 5.2% | +1.6% | 172 | 3,298 |
| SWD | 6.2% | -0.1% | 52 | 833 |
| African American | 10.7% | +2.7% | 21 | 197 |
| Hispanic | 4.2% | +1.1% | 123 | 2,946 |

The frequency and disproportionality of suspension for subgroup students is a national problem. Higher rates of suspension are related to higher rates of future antisocial behaviors and involvement in the juvenile justice system. Studies show that suspended middle and high school students report that suspension only increases their likelihood of receiving future suspensions. Research shows that punitive behavior management methods (e.g., lecturing, verbal reprimands, ridiculing, shaming) are ineffective at reducing misconduct and may even cause harm to students. Research suggests that school systems which incorporate comprehensive schoolwide practices that are positive, consistent, collaboratively regulated, and culturally- sensitive are much more likely to have lower rates of suspension than schools without such practices. School systems which incorporate such comprehensive proactive policies are also much more likely to enhance their students' current and future academic achievements as well as their broader life successes.

In addition, NUSD has also seen an increase in Truancy Rates in 2018 in all areas, but particularly in the area of African American Students and Foster Youth. Making it another mandated focus area for system change.

| Truancy | | | | |
|------------------|--------------------|--------------------------------|---------------------------------------|---------------------------------|
| Student Group | Status Level 17-18 | Change from prior year 2016-17 | Number of students chronically absent | Number of students enrolled K-8 |
| All | 6.2% | + 1.4% | 310 | 5,030 |
| ELL | 6.9% | + 2.1% | 77 | 1,115 |
| Homeless | 22.5% | +5.4% | 16 | 71 |
| Foster | 20.0% | + 15.8% | 7 | 35 |
| SED | 9.5% | +2.8% | 214 | 2,253 |
| SWD | 9.2% | +1.2% | 53 | 574 |
| African American | 20.2% | +5.0% | 25 | 124 |
| Hispanic | 6.5% | +1.7% | 129 | 1,979 |

Research has shown that chronically absent students in Kindergarten and 1st grade are significantly much less likely to read proficiently in the 3rd grade. And 1st grade students with 9 or more absences are two times more likely to drop out of high school than their peers who attend regularly. Even absenteeism in kindergarten can affect whether a child develops the grit and perseverance needed to succeed in school. A recently released study by researchers at the University of California, Santa Barbara shows chronic absenteeism negatively impacts both academic performance and social-emotional skills needed to persist and engage in learning. Research has shown chronically absent 6th graders have lower graduation rates. And, 9th grade attendance can be a stronger predictor of graduation than 8th grade test scores. NAEP studies show absences are negatively associated with reading and math scores (see graph), and poor attendance has been identified as a key contributor to the opportunity gap for students faced with poverty or from communities of color.



Evidence Based Practices Enhancing a Safe and Collaborative Culture:

Restorative Justice. While there are a wide variety of ways that Restorative Justice (RJ) is implemented in schools, the research shows for a RJ program to be effective, it should be embedded within the school culture. The most common goals of embedding RJ in the overall school culture are to create an environment that is respectful, tolerant, accepting, and supportive. Reports indicate that RJ can result in an improved school climate. Other studies indicate that RJ has led to increased student connectedness, greater community and parent engagement, improved student academic achievement. In addition, RJ can decrease discipline disparities, fighting, bullying, and suspensions.

Trauma Informed Schools. The value of trauma-informed schools is rooted in the universal, research-based best practices of trauma-informed care. The National Child Traumatic Stress

Network (NCTSN) has synthesized research about adverse childhood experiences, the impact of various behavior management strategies. Their findings emphasize the importance of professional development and school climate in addressing the risks and outcomes of trauma. Per NCTSN, here are the “4 Rs” that should be present in any trauma-informed system:

- Educators **realize** both the widespread effects of trauma, and the many pathways to recovery-- interpreting behavior as communication, rather than judging a person based upon their behavior.
- Educators **recognize** the signs and symptoms of trauma or precipitating factors—and address them as supportively and safely as possible.
- Educators **respond** with a trauma-informed approach that’s integrated into every aspect of the system in which you’re working. Take a supportive stance with individuals in crisis.
- Educators **resist** re-traumatization by reducing the likelihood of triggers and proactively address triggers by understanding the stages of escalation.

Culturally Responsive Teaching (CRT). This is a pedagogical stance that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. CRT seeks to empower students educationally and to expand their capabilities in other spheres including social, emotional, and political arenas by making students’ own skills, languages, and attitudes meaningful in the classroom.

District Objectives:

3. Establish a school and district culture that is highly responsive to all stakeholders and fosters a ‘Culture of Caring’ for all.

a. Reduce the rate of chronically absenteeism by 35% by June 2020 for individual subgroups: African American, Foster, Homeless and SED.

b. Reduce the rate of chronically suspensions by 50% by June 2020 for individual subgroups: African American, Foster, Homeless, Hispanic and SED.

Intended District Outcomes:

- a. Expand social-emotional supports, other means of correction, and foster an inclusive culture.
- b. Enhance the accuracy of collecting, recording, and analyzing behavior data to be utilized within the problem-solving process to ensure clear, data-based system processes to improve system effectiveness.

Progress Indicators:

Increased academic competence (Multiple Measures)
Increased attendance (Truancy data)

Positive school climate (Youth Truth Survey, California Healthy Kids Survey)
Decreased suspensions (Dashboard)

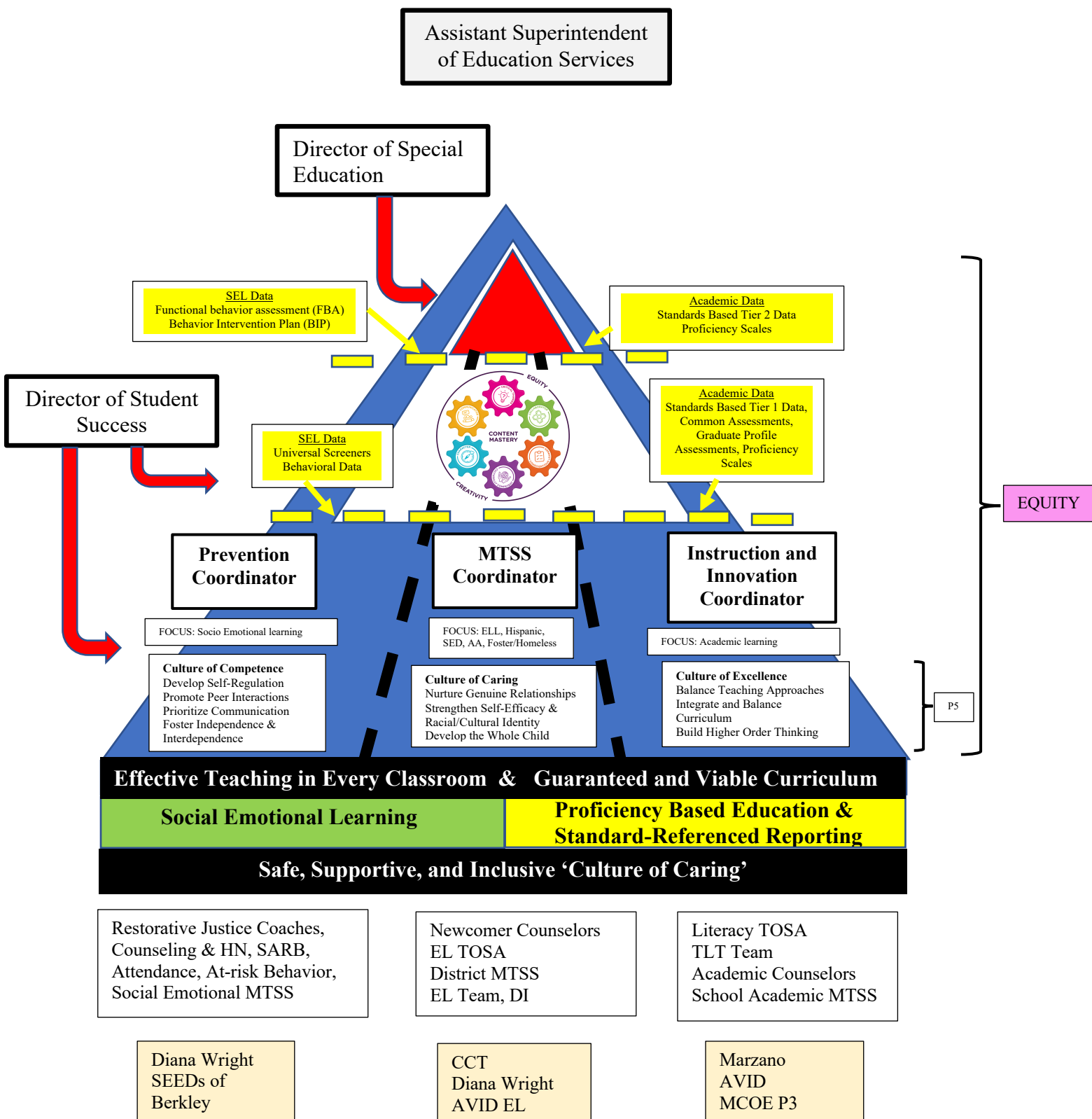
Action Plan:

| Planned Action | LCAP Goals & Outcomes | Outcomes | Responsible for Execution | Expenditures, Professional Learning / Partnerships |
|---|---------------------------|---|--|---|
| 2018-2019 School Year | | | | |
| ✓ Analyze existing data for subgroups and categories and establish areas of need. | 1,2,3 3b equity (e) | Clarify areas of need and data monitoring indexes for Attendance Success | Assistant Superintendent Differentiated Assistance Team | MCOE DataMatters |
| ✓ Analyze existing data for subgroups and categories and establish areas of need. | 1,2,3 3b e | Clarify areas of need and data monitoring indexes for Attendance Success | Assistant Superintendent Differentiated Assistance Team | MCOE DataMatters DESSA Social Emotional Screener |
| ✓ Launch Restorative Justice facilitators at secondary level. | 1,2,3 3a, 3b e | Working pilot of RJ practices to establish a model to be scaled up | Prevention Coordinator | Haas Grant |
| ✓ Explore Trauma Informed Practices and design plan for implementation. | 1,2,3 3a, 3b e | Establish an informed basis for future implementation in NUSD. | Assistant Superintendent, Prevention Coordinator | Beyond Consequences Institute Heather Forbes Richard Lavoie Dr. Bruce Perry |
| 2019-2020 School Year | | | | |
| Establish Attendance Expectations with positive slogans. Create Attendance Tools (calendars w/attendance research), Resource catalogue with community agencies, parenting education, school-based resources, etc. | 1,3 3a,b e | Ensure that parents and students are educated about the importance of the attendance and to provide resources to overcome barriers. | Prevention Coordinator and Communication Coordinator, New Comer Counselor | Publishing Costs NBS/ SROs |
| Review and update Board Policies and school policies to reflect modern discipline practices. | 1,2,3 3b | Establish continuity across the system around expectations. | Assistant Superintendent, Prevention Coordinator | ACSA, Browning Wright |
| Introduce Trauma Informed practices at a global-level. Begin training smaller groups on practices and process for school sites. | 2 3a | Increase awareness, and initial wave of knowledge expansion at sites. | Prevention Coordinator Teachers Administrators | MCOE Training and Sub Costs P-5 |
| Launch Trauma Informed Schools | 1,2,3 3a,b | Increase awareness of trauma's impact on | Prevention Coordinator, | SEEDS Epoch |

| | | | | | |
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| | Trainings, and Culturally Responsive Teaching and establish a toolkit for all staff. | e | behavior and learning. Empower staff with strategies to address trauma. | MTSS Coordinator, Teachers, Administrators | Training and Sub Costs |
| | Establish Restorative Justice practices at all sites. Educate staff and parents on principles of RJ. Train an NUSD Trainer for future PD. Expand interventions to minimize at-risk behaviors. | 1,2,3 3a,b e | Increase access and use of alternative means of addressing behavior and harm while creating inclusive classroom cultures. | Prevention Coordinator, RJ Coaches, Teachers | SEEDS, Healthy Novato, Training and Sub Costs |
| | Establish monthly “progress reports” with principals with subgroups and categories for absences and suspensions to increase transparency and connect system supports to truant students. | 1,2,3 3a,b e | Continue to develop a collaborative approach model to addressing truancy and suspension based on data. | Director of Student Success, Prevention Coordinator Principals Communication Director | DataMatters DESSA Social Emotional Screener |
| 2020-2021 School Year | | | | | |
| | Evaluate marketing campaign and continue with tools for attendance identified as beneficial and parenting education, school-based resources, etc. | 1,3 3a,b e | Ensure that parents and students are educated about the importance of the attendance and to provide resources to overcome barriers. | Director of Student Success, Prevention Coordinator and Communication Coordinator | Publishing Costs NBS |
| | Formalize Trauma Informed and Culturally Responsive Teaching and establish a toolkit for all staff. | 1,2,3 3a,b e | Empower staff with strategies to address trauma and use CRT strategies. | Prevention Coordinator MTSS Coordinator | Training and Sub Costs, AVID, 10,000 degrees |
| | Continue NUSD based expansion of Restorative Justice practices at all sites. Expand or enhance interventions to minimize at-risk behavior. | 1,2,3 3a,b e | Increase access and use of alternative means of addressing behavior and harm while creating inclusive classroom cultures. | Prevention Coordinator, RJ Coaches, Psychologists | SEEDS Training and Sub Costs Healthy Novato |
| | Continue monthly “progress reports” with principals with subgroups and categories for absences and suspensions to increase transparency and connect system supports to students. | 1,2,3 3a,b e | Continue to develop a collaborative approach model to addressing truancy and suspension based on data. | Prevention Coordinator MTSS Coordinator Principals Communication Director | DataMatters DESSA Social Emotional Screener |
| 2021-2022 School Year | | | | | |
| | Evaluate and continue with tools for attendance identified as beneficial and parenting education, | 1,3 3a,b e | Ensure that parents and students are educated about the importance of the attendance and to | Prevention Coordinator and Communication Coordinator | Publishing Costs NBS/SROs Data Matters |

| | | | | | |
|--|--|--------------------|--|--|--|
| | school-based resources, etc. | | provide resources to overcome barriers. | | |
| | Continue to advance Trauma Informed and Culturally Responsive Teaching and other interventions for at-risk students for teachers to utilize. | 1,2,3 3a,b e | Empower staff with strategies to address trauma and use CRT strategies. | Prevention Coordinator, MTSS Coordinator, Psychologists | Training and Sub Costs Healthy Novato, AVID, 10,000 degrees |
| | Ingrain robust system use of Restorative Justice and other effective intervention practices at all sites. | 1,2,3 3a,b e | Institutionalize RJ as alternative means of addressing behavior and a means to create classroom communities. | Prevention Coordinator, RJ Coaches | In-house trainer Training and Sub Costs |
| | Continue monthly “progress reports” with principals with subgroups and categories for absences and suspensions to increase transparency and connect system supports to students. | 1,2,3 3a,b e | Continue to develop a collaborative approach model to addressing truancy and suspension based on data. | Prevention Coordinator, MTSS Coordinator, Principals, Communication Director | DataMatters DESSA Social Emotional Screener |

Education Services Organizational Chart Tied to 2022 Priorities



NUSD EQUITY IMPERATIVE

Equity: just and fair inclusion into a society in which all can participate, prosper and reach their full potential.

Equity in Novato Unified School District means ensuring every student has access to educational opportunities that challenge, inspire and prepare him or her for a strong future. Equity also means that every student has the support, encouragement and assistance they need to succeed in school.

BACKGROUND

Novato Unified School District has a long history of promoting equity in our schools and confronting racism. This dates back to at least the 1990's when a racial incident involving San Marin High School students and Tamalpais High School students impelled the district to begin dialogue and conversations around race, and to adopt strategies and policies to promote equity. Since at least that time, leaders in the district have continued these discussions on a regular basis. More recently, NUSD has worked with the National Equity Project (NEP) to help us examine our beliefs, roles, policies, procedures, programs and structures to ensure we are doing all we can to ensure all of our students have the best opportunity to succeed. In the 2014-15 school year, a small group of administrators attended the Leading for Equity three-day institute offered by NEP, which served as a catalyst for not only self-reflection but as a springboard for action. In the 2015-16 school year, all district administrators attended the Leading for Equity institute, along with most Board of Trustees and some teachers.

OUR CALL TO ACTION

The educational failure of any one student impacts the entire Novato community. It is in the best interest of our community that every one of our students succeeds and our intention is for our community to hold high expectations for each and every Novato student. We are committed to examining and changing structures, policies, practices and relationships that contribute to inequitable outcomes and experiences for any student. We are also committed to setting clear and attainable goals, along with implementing strategies and actions in our LCAP, that will help us to close the stubborn opportunity gap for our students. We recognize that equity is an enduring project, a continuous work in progress, and we have taken up the call, evidenced in our universal goal and corresponding strategies, to find solutions. We invite our larger Novato community to join us in nurturing dialogue about race and finding ways to remove the obstacles for every student in accessing and benefiting from a rigorous and engaging education.

OUR CHALLENGE

We will focus on the predictability of student success and failure correlated to race, class, primary language and special needs. The education institution in the United States has historical roots in a system of inequitable policies, practices, customs, and belief systems. Students of color, students living in poverty, students for whom English is a second language and special needs students do not have equitable access to high quality, engaging and relevant learning environments. This challenge is not unique to our district as many other districts struggle to address the disparity between students, also known as the achievement gap but better named the opportunity gap. (We prefer the term "Opportunity Gap" to "Achievement Gap" because it more

accurately addresses the problem of our students of color not having the same opportunities that our White students have.) We must address the educational needs of our traditionally marginalized students.

PERFORMANCE GAP

As shown in the graphic below, generally speaking, the “Opportunity Gap”—the unequal or inequitable distribution of resources and opportunities—results in a learning gap which is manifest in the relatively low performance of individual student subgroups.

Student Group Report for 2018

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|-------------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students | Orange | Orange | Yellow | Yellow | Yellow | Yellow |
| English Learners | Orange | Orange | Green | Red | Orange | Orange |
| Foster Youth | Orange | Red | None | None | None | None |
| Homeless | Red | Green | None | None | Yellow | Yellow |
| Socioeconomically Disadvantaged | Orange | Orange | Orange | Orange | Yellow | Yellow |
| Students with Disabilities | Orange | Orange | Orange | Red | Yellow | Red |
| African American | Red | Red | None | None | Yellow | Yellow |
| American Indian or Alaska Native | Orange | Blue | None | None | None | None |
| Asian | Yellow | Blue | None | None | Blue | Green |
| Filipino | Yellow | Green | None | None | Blue | Green |
| Hispanic | Orange | Orange | Orange | Orange | Orange | Orange |
| Native Hawaiian or Pacific Islander | None | None | None | None | None | None |
| White | Orange | Orange | Yellow | Green | Green | Green |
| Two or More Races | Yellow | Orange | None | None | Green | Green |

Of particular note English Learners are graduating with 6.8% achieving “Prepared” and Students with Disabilities achieving 5.1% “Prepared”, compared to White students who are graduating 57.9% “Prepared” under the College and Career indicator.

OUR COMMITMENT

NUSD is committed to creating space and structures for staff, students and families to participate in developing school cultures where caring relationships are nurtured, where people are valued for their individuality, and where every child can grow and learn to achieve their full potential. Specifically, we commit to nurturing dialogue around issues of race as they pertain to classroom practices, school and district structures, policies and procedures. Specific obstacles for marginalized students include, but are not limited to, the presence of inadequate academic preparation, low expectations and limited access to higher level college preparatory high school curriculum.

OUR UNIVERSAL GOAL

A universal goal is what we want to be true for each and every student in the Novato Unified School District (NUSD). Our universal goal in Novato is that: All students will demonstrate proficiency in the academic and social skills identified in the Graduate Profile, which includes meeting the UC/CSU entrance requirements upon graduation so that they are prepared for and successful in college and career.

OUR EQUITY IMPERATIVE

We know that some students have better access and opportunity to meet the Graduate Profile than others and there are major differences in access based on multiple factors such as race and ethnicity, socio-economic status, one's primary language, and special needs. With this in mind we are committed to giving each child the support and resources they need, recognizing that some students may need more or less support as they are each situated differently to our goal.




Intended District Outcomes:

e. Our equity imperative is to eliminate the predictability of success and failure to meet the Graduate Profile that currently correlates with race, ethnicity and other factors mentioned above by targeting specific improvement strategies to our students who are farthest away from being able to achieve our universal goal as indicated by equitable outcomes in all areas of the CA Dashboard, and internal metrics of proficiency.

Progress Indicators:

Decrease in racially disproportionate academic outcomes (CDE monitoring)
Increased academic competence (Multiple Measures)
Increased attendance (Truancy data)
Positive school climate (Youth Truth Survey, California Healthy Kids Survey)
Decreased suspensions (Dashboard)

Action Plan:

| Planned Action | LCAP Goals & Outcomes | Outcomes | Responsible for Execution | Expenditures, Professional Learning / Partnerships |
|--|-----------------------|--|---|---|
| 2018-2019 School Year | | | | |
| ✓ Offer leadership and organizational development training days focused on changing the outcomes, experiences and life trajectory of children and families who have been historically underserved through equity-centered coaching and skill development.  Recognize it  Interrupt it  Repair it | 1,2,3 e | Increase awareness of race's overt and covert impact on behavior and learning. Empower staff with strategies to confront and address racism, sexism, homophobia in action. <ul style="list-style-type: none">All administrators will have access to Epoch training, Courageous Conversations, or Leading for Equity Training.Secondary staff will be offered National Equity Project training. | Superintendent Principals All Staff | Epoch Education Courageous Conversations Leading for Equity Aim High 10,000 degrees |

| | | | | | |
|------------------------------|---|------------|---|--|---|
| | Implement Equity Walk throughs and monitor relationship data: Elementary | | <ul style="list-style-type: none"> All P5 schools will receive Epoch training | | |
| 2019-2020 School Year | | | | | |
| | Offer leadership and organizational development training days focused on changing the outcomes, experiences and life trajectory of children and families who have been historically underserved through equity-centered coaching and skill development. Continue Equity Walk throughs and monitor relationship data: Elementary. Explore a parallel tool for secondary. | 1,2,3 e | <p>Increase awareness of race's overt and covert impact on behavior and learning. Empower staff with strategies to confront and address racism, sexism, homophobia in action.</p> <ul style="list-style-type: none"> All administrators will have access to Epoch training, Courageous Conversations, or Leading for Equity Training. All elementary staff will receive Epoch training. 25% of all secondary staff will receive equity training. | Superintendent Principals All Staff | Epoch Education Courageous Conversations Leading for Equity Dare to Lead Marin Promise |
| | Create a mechanism whereby Equity teams can review current data about the equity gap at school sites. | 1,2,3 e | Establish the infrastructure to ensure the data is accessible throughout the school year relating to the achievement gap. | Director of Student Success, ES Coordinators | Data Matters Aeries Marin Promise |
| 2020-2021 School Year | | | | | |
| | Continue to offer leadership and organizational development training days focused on changing the outcomes, experiences and life trajectory of children and families who have been historically underserved through equity-centered coaching and skill development. Continue Equity Walks throughs and monitor relationship data. | 1,2,3 e | <p>All administrators will have access to Epoch training, Courageous Conversations, or Leading for Equity Training.</p> <p>Additional 25% of all secondary staff will receive Epoch training.</p> | Superintendent Principals Staff | Epoch Education Courageous Conversations Leading for Equity Dare to Lead Aim High 10,000 degrees |
| a | Operationalize data review for Equity teams to discuss and address the equity gap at school sites. | 1,2,3 e | Enable equity Teams address areas of need with a focus on biased system practices (ie. gatekeeping for AP courses), culturally positive perspectives on campus and Culturally Responsive Teaching. | Director of Student Success, ES Coordinators | Data Matters, Marin Promise, 10,000 degrees |
| 2021-2022 School Year | | | | | |
| | Continue to offer district support to Equity Teams at all school sites. Develop appropriate professional development based upon recommendations. | 1,2,3 e | All administrators and staff will have access to Equity Leadership Training | Superintendent Principals All Staff | Epoch Education Courageous Conversations Leading for Equity |

| | | | | | |
|--|--|------------|---|--|---|
| | Continue to empower Equity teams to use data as they discuss and address the equity gap at school sites. | 1,2,3 e | Equity Teams address areas of need based on data to ensure equitable access and high expectations for all students. | Director of Student Success, ES Coordinators | Data Matters, Marin Promise, 10,000 degrees |
|--|--|------------|---|--|---|

Referenced Research and Resources

MTSS Research and Resources

What Works Clearinghouse/IES Practice Guides: <http://www.ies.ed.gov/ncee/wwc/>
Best Evidence Encyclopedia: <http://www.bestevidence.org>
Evidence for ESSA: <https://www.evidenceforessa.org/>
IRIS Center: http://iris.peabody.vanderbilt.edu/ebp_summaries/
Teaching Works: High Leverage Practices (Ball): <http://www.teachingworks.org/work-of-teaching/high-leveragepractices>
CEEDAR Center: <http://cedar.education.ufl.edu/>
Evidence-based Intervention Network: <http://ebi.missouri.edu/>
Academic Intervention Instructional Tools:
<https://charts.intensiveintervention.org/chart/instructional-intervention-tools>
National Center on Intensive Intention <http://www.intensiveintervention.org/>
Center on Instruction: <http://www.centeroninstruction.org>
COST Team information: https://cpehn.org/sites/default/files/149_cost_toolkit_single_pdf.pdf
Tier Three PBIS:
<https://www.pbis.org/Common/Cms/files/pbisresources/A%20Blueprint%20for%20Tier%203%20Implementation.pdf>

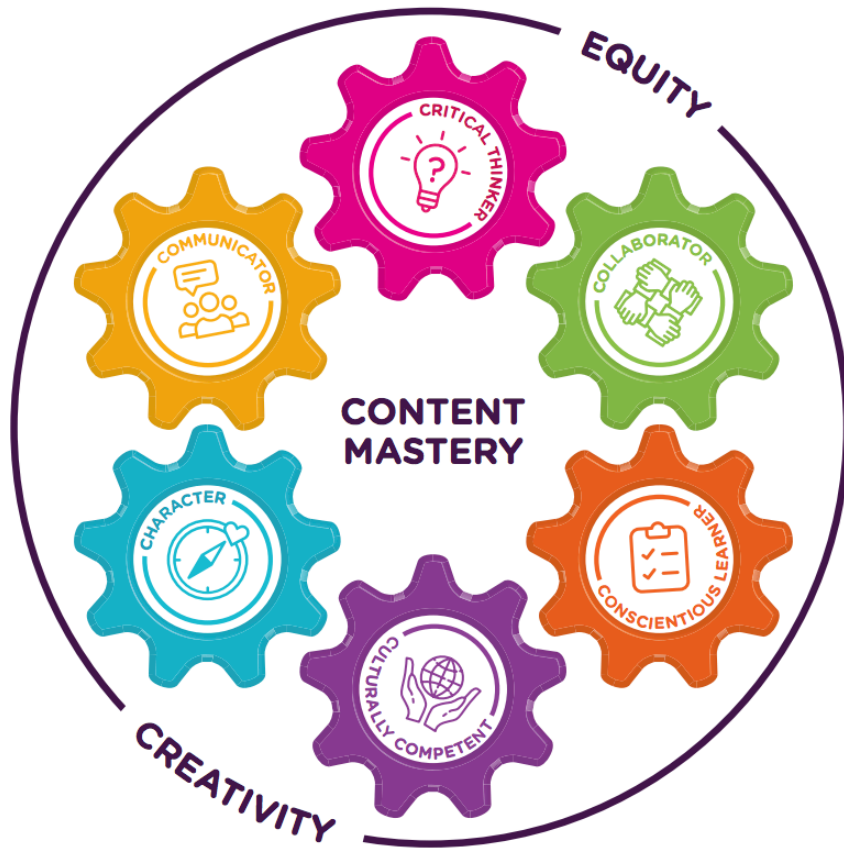
Competency Based Education Research and Resources

Competency Works <https://www.competencyworks.org/>
Communications Resources. <https://www.achieve.org/CBPCommunicationsToolkit>
Center for Collaborative Education, Quality Performance Assessment (QPA Guide)
<http://centerforcollaborativeeducation.org/>
Center for Secondary School Redesign (What Top-Performing Leaders Think About)
<http://cssr.us/>
Great Schools Partnership (Proficiency-Based Learning Simplified)
<https://www.greatschoolspartnership.org/>
Marzano Research (Proficiency Scale Bank) <https://www.marzanoresearch.com/>
QED Foundation (Transformational Change Model)
<http://www.qedfoundation.org/transformational-change-model-2/>
2Revolutions (Roadmap for Competency-Based Systems) <http://www.nxgentechroadmap.com/>

Safe and Collaborative Culture Resources

Truancy <http://www.attendanceworks.org/research/absences-add-supplementary-materials>
Restorative Justice https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf
Suspension
https://childandfamilypolicy.duke.edu/pdfs/familyimpact/2010/Suspension_Research_Brief_2010-04-27.pdf
First School, Culture of Caring <https://firstschool.fpg.unc.edu>

NUSD GRADUATE PROFILE



COMMUNICATOR

- Listens actively
- Expresses thoughts and ideas clearly
- Supports claims and ideas with valid evidence
- Engages an audience appropriately
- Willingness to engage in difficult conversations

CRITICAL THINKER

- Uses evidence and reasoning to guide decision making
- Analyzes digital and print sources to determine validity and biases
- Synthesizes existing and new knowledge to generate creative solutions and ideas
- Recognizes multiple ways of solving problems

COLLABORATOR

- Contributes to the success of a team
- Takes ownership for responsibilities within a team
- Maintains a positive and empathetic attitude

CONSCIENTIOUS LEARNER

- Sets and monitors goals for continuous growth
- Manages time effectively
- Embraces challenges with a growth mindset
- Advocates for self and takes responsibility for learning
- Practices self-reflection and self-regulation

CULTURALLY COMPETENT

- Engages in ongoing cultural self-awareness
- Understands global worldviews
- Takes action to contribute positively to the local, national, and/or global community
- Seeks and considers multiple perspectives

CHARACTER

- Possesses strong values and takes appropriate action
- Models integrity and honesty
- Respects others



NOVATO UNIFIED SCHOOL DISTRICT
Engage. Inspire. Empower.