

# Novato Unified School District

## A Report to the Board of Trustees- June 14, 2016

### END OF THE YEAR PROGRESS ON PRIORITIES AND GOALS 2015-16

#### I. EQUITY

**GOAL #1:** *By June 9, 2016, all English Learners who are advanced CELDT (California English Language Development Test) level 5 will be reclassified. All English Learners who are early advanced CELDT level 4 will be considered for reclassification. The percentage of students moving from level 3 to 4 will increase from 34% to 39% and from level 4 to 5 will increase from 38% to 43%. All other English Learners will increase at least one CELDT level.*

**RESULT:** *This goal was partially achieved. The number of English Learners who were advanced that were reclassified was 98 out of 148, 66%. All English Learners who were at CELDT level 4 were considered for reclassification; 166 out of 387, 43% were reclassified. The percentage of students moving from level 3 to 4 increased from 34% to 41% (179/433). The percentage of students moving from level 4 to 5 increased from 38% to 16 % (69/425)\*\**

*\*\*This previous information was generated from/by DataQuest, which isn't available. When pulling data from AERIES, the number are comparable, last year's to this year's, showing a slight increase from 14% to 16%. We're uncertain why there's discrepancy in the data, but it appears the beginning number of 38% was incorrect.*

Goal #1 Strategy	Progress to Date	Next Steps for 2016-17
Continue Clark Consulting strategic PD with Teachers & Admins	Training Days: 7 Coaching Days: 17	-Monitor student progress as a result of new ELD strategies -Hire ELD instructional coach to support implementation: <i>We have hired an elementary instructional coach, and are still in the process of hiring a coach for secondary.</i>
Elementary Professional Development Led by coaches	GLAD Training for new teachers: a refresher class was implemented	-Continue individual coaching on GLAD strategies and help facilitate school site staff agreements regarding the implementation of GLAD strategies
Provide EL students better access to core curriculum	Approximately 100 secondary teachers Trained in Secondary SIOP  All elementary teachers have been trained in GLAD strategies	-Refresher courses for both secondary in SIOP strategies and elementary teachers in GLAD strategies <i>Once the instructional coaches are on board, we are looking into training them to be trainers of SIOP, allowing them to train new teachers, and support teachers who have already been SIOP trained.</i>

<b>Additional ELD classes</b>	Add AVID ELD, Life Skills including Study & Academic Basic Skills and Algebra Fundamentals/Ascend online bilingual intervention programs.	-Principals and School Site Councils will monitor the effectiveness of their school plans.
<b>EL Aide</b>	-Works with students in small groups of 1:1 -Bilingual aide if possible to help newcomers	-Identify high needs schools to provide additional support
<b>EL Site Coordinator-Secondary</b>	-NHS currently has an EL Site Coordinator: <ul style="list-style-type: none"> <li>· Schedule change approvals and coordinator for EL classes</li> <li>· Support for ELD teachers</li> <li>· Liaison between site and DO</li> </ul>	-SMHS doesn't have a coordinator -ELD departments -Middle school site support <b>It looks like NHS will be the only school continuing with an EL Site Coordinator at this time.</b>
<b>Summer Newcomer Academy</b>	Continue and expand current program.	Summer Program: <ul style="list-style-type: none"> <li>-Teacher selection</li> <li>-Student selection</li> <li>-Location selection</li> <li>-Food services</li> <li>-Onsite outreach during program</li> </ul> <b>Summer school will happen at Hill Ed Center this year, teacher selection has been made, student lists have been generated, letters and applications of interest have gone out to families, and their will be a parent info night on June 1. We are estimating 50-75 students to attend.</b>
<b>After school Programs</b>	<ul style="list-style-type: none"> <li>-homework club</li> <li>-tutoring</li> <li>*Either at all sites or 1-2 locations around town...i.e. Hill Ed center/Hamilton</li> <li>-Mentors/buddies</li> </ul>	<ul style="list-style-type: none"> <li>-What are we currently doing at each site?</li> <li>-What are students currently accessing?</li> </ul> <b>Newcomers received tutoring services through one of our SES providers. The company provided group tutoring, generally 3:1 on Saturdays, and some weekdays throughout the week. The program spanned from March 19-April 29.</b>
<b>Newcomer Academy Cohort Program</b>	Identify common courses for High School Newcomer Students to be enrolled in	<b>We will launch a Newcomer Cohort at NHS next school year.</b>
<b>Camp University</b>	Was implemented for CELDT level 1 & 2 students from all elementary schools last summer. We are planning to expand it in the summer of 2016 to include CELDT level 3 students and additional students from low socioeconomic families needing support with vocabulary and language development	<b>Camp University has been expanded to include students going into grades 1 - 5 with CELDT levels 1-3 and economically disadvantaged students who would benefit. We presently have 235 students enrolled with a few students still waitlisted.</b>

**GOAL #2: By June 9, 2016, the number of all seniors who meet the A-G (California University and State University Admissions Criteria) requirements will increase from 50 percent to 55 percent and the number of Latino/Hispanic students who meet the requirements will increase from 25 percent to 35 percent.**

**RESULT: This goal was not achieved. The number of seniors meeting the College Entrance requirements in 2015 decreased from 50% to 46.1%, the number of Latino/Hispanic students who met the requirements decreased from 25% to 21.9%**

Goal #2 Strategy	Progress to Date	Next Steps for 2016-17
Provide information about the A-G requirements (in Spanish & English) at the 8 <sup>th</sup> and 9 <sup>th</sup> grade level	<p>The Journey to the University Event in November had a large turnout with 184 students and parents (from 8<sup>th</sup> and 9<sup>th</sup> grade) attending the Spanish version of the event. This was one of the largest turn-outs for a Spanish</p> <p><i>High School Academic Counselors met to identify different checkpoints with students to educate them about the College Entrance requirements, they identified 8th grade as critical point to make contact with students to support them in creating goals based on their needs for high school</i></p>	<ul style="list-style-type: none"> <li>• Work with 10,000 Degrees on a follow-up workshops with again a Spanish and English track to engage our Spanish Speaking families</li> <li>• <i>Identify Progress Reporting system to check-in with students at the 8th grade counseling meeting</i></li> <li>• <i>Design follow-up for 9th grade students who attended the Journey to a University Program (last year)</i></li> <li>• <i>Grant from the Haas Foundation will add an additional 10,000 degrees counselor and intern so both NHS and SMHS have a team on site.</i></li> </ul>
Provide information about the A-G requirements in English for all students	<p>The English version of the Journey to a University event had 148 participants with the AVID students represented in large numbers</p> <p>Counselors continue to meet with all incoming freshmen and provide an overview of the A-G requirements</p> <p><i>High School Academic Counselors met to identify different checkpoints with students to educate them about the College Entrance requirements, they identified 8th grade as critical point to make contact with students to support them in creating goals based on their needs for high school</i></p>	<ul style="list-style-type: none"> <li>• <i>Design individual counseling session for students who are close to meeting the UC/CSU college entrance requirements to encourage appropriate course taking</i></li> </ul>
Strategic support to English Learners at the 10 <sup>th</sup> grade	<p>All of the transcripts of current 10<sup>th</sup> grade EL students were analyzed for progress towards meeting A-G requirements and 10,000 degrees will provide additional follow-up in student's home language</p> <p><i>Staff created a list of students to follow-up with for intervention and individual support</i></p>	<ul style="list-style-type: none"> <li>• Work with NUSD counselors and teachers to identify further interventions and support to increase the number of EL students who are close to meeting requirements to take the necessary classes to be eligible</li> <li>• <i>Follow-up on instructional strategies that support English Learners in accessing the core content such SIOP</i></li> <li>• <i>Identify teachers that are successfully integrating these strategies into their classroom</i></li> </ul>

Collect more specific data on why students are not meeting the A-G requirements through use of new data analytics tool, Schoolzilla	<p>We have worked with Marin Promise to analyze individual students transcripts for certain groups which has provided extremely helpful information about which requirements students are not meeting</p> <p>Marin Promise has completed their analysis and will be meeting with district staff to share results. Initial analysis indicated that the problem area is not with access but with the level of support provided to students.</p>	<ul style="list-style-type: none"> <li>● <i>Schoolzilla will allow site and district administrators to pull specific data about which courses students are not taking or passing in order to be eligible for A-G entrance requirements (still waiting for data upload into Schoolzilla)</i></li> <li>● <i>Once data is confirmed, a particular data point will be identified to measure % of students on track to meet UC/CSU college entrance requirements</i></li> </ul>
Support to freshmen in making the transition to high school	<p>Both NHS and SMHS have a similar freshmen orientation program that provides freshmen with an overview of the A-G requirements</p> <p>Link Crew in place at both high schools to provide overview of the A-G requirements and mentoring through the freshmen year</p> <p>We collected additional information on how to coordinate Get Focused/Stay Focused program with College of Marin and will have an articulation agreement with COM to allow for flexibility of staffing in the program</p>	<ul style="list-style-type: none"> <li>● Identify a strength-based personality tool in order to: <ol style="list-style-type: none"> <li>1. support students in understanding what careers may be a good fit for their strengths</li> <li>2. support teachers in creating and managing effective group work and continue our focus on collaboration</li> </ol> </li> </ul>

**GOAL #3: By June 9, 2016, the graduation rate for all seniors will increase from 92 percent to 94 percent; for English Language Learners will increase from 71 percent to 76 percent and for Socioeconomically Disadvantaged students will increase from 83 percent to 88 percent.**

**RESULT: This goal was achieved and is a great accomplishment! The graduation rate for all seniors rose from 92% to 95.5% for the district as a whole (Exceeded goal of 94%). The graduation rate for English Learners increased from 71% to 82% (Exceeded goal of 76%) and for Socioeconomically Disadvantaged students, the graduation rate increased from 83% to 90.6% (exceeded goal of 88%).**

Goal #3 Strategy	Progress to Date	Next Steps for 2016-17
Individual meeting with Counselors	<p>The counselors at both high schools will have an extended meeting with each of the juniors this spring to review their progress towards graduation</p> <p>Students who have receive a D or F in a class also meet individually with their counselor to plan how to make up the credits</p>	<ul style="list-style-type: none"> <li>● <i>Through the Counseling team meetings, the counselors will have at least two different individual checkpoints with all students at 8th grade and Junior year</i></li> </ul>
Monitoring tool for seniors at-risk of not graduating	We are piloting a monitoring system for our seniors who are credit deficient or otherwise in danger of not graduating	<ul style="list-style-type: none"> <li>● Continue to use monitoring tool to identify trends on why students are not meeting graduation requirements</li> <li>● Collect specific metrics on which classes or credit non-graduating do not complete</li> </ul>

<b>Counseling tool to provide strategic intervention to students</b>	District staff is working on a tool for counselors to track their conversations with English Learners and Re-designated students about the graduation requirements	<ul style="list-style-type: none"> <li>● Tool is still be designed to support structured conversations with students and will be rolled out for use with all students as a way to provide students with specific support and feedback on their progress towards meeting graduation requirements</li> </ul>
<b>Strengthen ELD program to ensure EL students are able to access core curriculum</b>	The first year of implementation of Kevin Clark ELD strategies at the high school is underway with success at providing students with explicit instruction to increase their English proficiency as it relates to their core classes	<ul style="list-style-type: none"> <li>● ELD teachers will continue to receive support from coaches from the Kevin Clark consultants</li> <li>● Expand the program to middle school</li> <li>● Provide ongoing training to administrators to support program implementation</li> </ul>
<b>Design a math intervention course to support students</b>	<p>Algebra Fundamentals course is in i</p> <div> <ul style="list-style-type: none"> <li>● Review master schedules to ensure that sufficient number of intervention courses are available to students</li> </ul> </div> <p>ts first year as an introductory, intervention course for students who are far below grade level in math</p> <p>Ascend Math program is a supplemental online program that provide strategic support to the students as well as specific data to teachers on areas that students need support</p>	<p>Continue to work with teachers to provide alternative ways to teach Algebra and continue to work with math teachers to ensure that Algebra 1 is accessible to English Learners by utilizing SIOP strategies</p>

## II. STUDENT SUCCESS

**GOAL #4:** *By June 9, 2016, NUSD will clearly identify the most important knowledge and skills all graduates must learn, and also identify at least two ways that this knowledge and these skills will be measured in twelfth grade.*

~~*The assessments for measuring the skills will be piloted this spring.*~~

**RESULT:** *This goal was achieved for the most part. The District Advisory Committee identified the 6 Skills all students need to learn for their graduate profile: collaboration, critical thinking, communication, conscientious learner, cultural proficiency, and character. We did not identify at least two ways that this knowledge and skills will be measured, but we did develop a draft rubric for collaboration for early elementary, late elementary, middle school and high school. (We will pilot this rubric next fall with the District Leadership Team)*

Goal #4 Strategy	Progress to Date	Next Steps for 2016-17
------------------	------------------	------------------------

<p><b>Convene a District Advisory Committee (DAC) to represent our various stakeholders to agree upon a “graduate profile” of what a Novato High School Graduate looks like, including what skills they need to possess</b></p>	<p>The DAC met twice (October 22 and December 2) and has identified “The 6 C’s” as skills that all Novato students need to learn and demonstrate as part of a Graduate Portfolio. The Big C’s that all teachers will teach and assess are collaboration, critical thinking, and communication. The Little C’s that each school will ensure are learned are Conscientious Learner (self management), cultural competence, and character traits. The DAC will meet one more time to discuss the 6 C’s on February 10.</p> <p>Now that the “what” question has been answered (what skills do our students need to master upon graduation), the work will be turned over to a District Leadership Team (DLT) composed of teacher representatives from each school site, along with instructional coaches and school administrators. The DLT will help us to answer the “how” question: how do we go about implementing the 6 C’s? They will help us prioritize the skills, determine assessments, and design professional development to move us forward.</p>	<p>-District Leadership Team members will pilot the Collaboration rubric in the fall of 2016  -DLT will create drafts of rubrics for Critical Thinking and Communication to pilot amongst the innovative/willing teachers  -Build partnerships with different community groups to support in integrating Cultural Competence, Character and Conscientious Learner  -Implement professional development plan aligned to support all teachers in developing a student-centered practice in</p>
<p><b>Meet with the various stakeholder groups to solicit their input and suggestions regarding the 21st Century Skills our graduates need to possess</b></p>	<p>Jim and Leslie met with all of our stakeholder groups to solicit input that was shared with the DAC. These groups included elementary teachers, middle school teachers, high school teachers, administrators, classified staff, DELAC parents, North Marin PTA parents, Rotary Club of Novato, and student groups from Novato High, San Marin, Marin Oaks, Sinaloa and San Jose.</p>	<p>Jim and Leslie will meet with our stakeholder groups one more time in the second semester to gather input regarding the LCAP plans from these groups. We will also pilot a new strategy called “Listening Circles” as a way to gather more in-depth responses to questions.</p> <p>We did meet with HS student groups, parents groups, DELAC, NFT, CSEA and administrators to get their input and feedback. Listening Circles will be piloted next fall at all secondary schools.</p>

**GOAL #5: By June 9, 2016, the percentage of students meeting or exceeding the standards on the Smarter Balanced (SBAC) assessment in math will increase from 48 percent to 53 percent and the total percentage of students meeting or exceeding the standards in English Language Arts/Literacy on SBAC assessment will increase from 56 percent to 61 percent. Each of our student subgroups in math and ELA/Literacy who meet or exceed will increase by 7 percent.**

**RESULT: Uncertain.** The SBAC data for the 2016 test administration will hopefully be released at the beginning of the 2016-17 school year. The math and ELA leadership team created diagnostic and preliminary benchmarks to support students and teachers to prepare for the test.

Goal #5 Strategy	Progress to Date	Next Steps for 2016-17
<p><b>Create benchmarks at both secondary and elementary</b></p>	<p>Common literacy benchmarks were implemented in fall semester at both high school and middle school</p>	<p>Math Leadership Team will continue work on curriculum maps aligned with pacing of CCSS for math to identify ways to formatively</p>



<p><b>based on CCSS math and ELA/literacy standards</b></p>	<p>Staff at both high schools reviewed the results together and identified strategies to strengthen literacy across the curriculum</p> <p>Secondary teachers were trained by the Bay Area Writing Project on the Literacy and how to integrate the standards across the curriculum</p> <p>The administration of a 6th through 12th grade writing assessment will take place this spring</p> <p>Math benchmarks were created for 6th grade through Algebra 1 which included MARS tasks</p> <p>Math teachers at both middle and high schools reviewed and analyzed trends in benchmark results to inform instruction</p>	<p>assess students and provide opportunities for students to show mastery over time</p>
<p><b>Continue professional development to support teachers continued implementation of the California standards</b></p>	<p>Approximately a third of our teachers have been trained in PBL and have developed CCSS aligned projects</p> <p>75 teachers and administrators are signed-up to be trained in project based learning</p>	<p>NGSS task force members will attend the CDE roll-out to support the transition to the new standards</p>
<p><b>Provide teachers with training on how to utilize MAP as well as benchmark data to inform instruction</b></p>	<p>Trainings on how to analyze MAP data: disaggregate for individuals and subgroups and then use it to set student achievement goals and plan instruction to support growth toward goals</p>	<p>Continue to provide trainings and collaborative time to teachers during each MAP cycle</p> <p>Coaches, teachers and administrators will review MAP testing cycle to inform instructional decisions</p>
<p><b>Provide teachers with training on differentiated instruction for all students</b></p>	<p>SIOP and GLAD training for teachers and administrators</p> <p>Lucy Calkins Writing training for teachers</p> <p>GATE cluster training for teachers, principals and parents</p> <p>PBL training for teachers</p>	<p>Continue training for all teachers and principals</p> <p>Refresher courses as well as training for new teachers (still next steps)</p>
<p><b>Implement Elementary Standards Based Report Card and Parent Information Pamphlet</b></p>	<p>Standards Based Report Cards Implemented in November 2015 and shared at parent conferences with new Parent Information Pamphlet</p> <p>Implement report cards in March and Gather feedback from teachers regarding recommended improvements.</p>	<p>Further recommendations for Elementary Report Card will be collected to determine revisions for the 2016-2017 school year; we will also consider expanding the Standards-based report card to the middle schools</p>

<b>Create Benchmarks for English Language Arts and Math to develop common assessments and create focus, rigor and coherence.</b>	<p>English Language Arts (ELA) and Math Benchmark Teams consisting of classroom teachers representing all elementary schools and grade levels, led by coaches created 1<sup>st</sup> and 2<sup>nd</sup> trimester benchmarks. ELA benchmarks for foundational skills in reading for fluency and comprehension were created with rubrics for fluency. Writing and language skills from Lucy Calkins with rubrics for narrative, information and opinion pieces were selected.</p> <p>MARS Tasks with rubrics and short answer questions were created and MARS tasks were calibrated. All benchmarks were implemented during the 1<sup>st</sup> trimester.</p> <p>Benchmarks are aligned with the rigor of SBAC.</p>	<p>Complete benchmarks for the 3<sup>rd</sup> trimester.</p> <p>Obtain feedback from classroom teachers after the 2<sup>nd</sup> trimester and refine benchmarks for implementation next year.</p> <p><b>Elementary Math &amp; ELA Leadership team will continue to meet and refine benchmarks based on teacher feedback</b></p>
	<p>Two minimum days were used for teachers to meet in grade level groups across the district. One was used to calibrate MARS Tasks and one for the introduction of the ELA Benchmarks</p>	
<b>Expand Pre-K</b>	<p>A partnership was developed with the YMCA and Proposals were written for State Grants that would enable us to open 4 Pre-K classes, 1 at each of 4 schools: Olive, Hamilton, Lu Sutton, and Loma Verde</p>	<p><b>The district has been awarded State Grants to fund 4 PreK classes, 1 at each of 4 schools: Olive, Hamilton, Lu Sutton, and Loma Verde. The total amount awarded for 2016-2017 is \$711,533.00.</b></p>

**GOAL #6: By June 9, 2016, each comprehensive high school will develop action plans to identify and implement career pathways of at least three classes that are linked to promising regional job opportunities and community colleges that will provide students with industry certification or other documentation that demonstrates student mastery of specific skills. The district will partner with the College of Marin (COM) to increase NUSD student concurrent enrollment both at the high school sites and the IVC campus.**

**RESULT: This goal was not achieved. San Marin High School concentrated on expanding its academy structure, and did some exploration into other academies (Media/Communication, computer programming, Arts) but no final decisions were made. Novato High is considering adding pathways in Health, Engineering, and Broadcasting, and is planning for a new Marin School of Design Academy. We have partnered closely with COM to add courses, which are in progress.**

Goal #6 Strategy	Progress to Date	Next Steps for 2016-17
------------------	------------------	------------------------



<b>CTE Pathway Development-Participation in the Northern California Career Pathway Alliance</b>	<p>The district is participating in year two of the three year pathway alliance. Staff at both NHS and SMHS are assigned a .4 FTE release time to further develop pathways in the areas of Engineering Design (NHS) and Biotechnology (SMHS).</p>	<p>Continue staff work in the area of pathway development over the next year and a half. Staff development, work to expand internships, and partnerships with COM to expand articulation options for both programs is also included in the scope of work associated with the pathway grant.</p>
<b>CTE Pathway Development-San Marin High School Specialized Secondary Program (Global Academy)</b>	<p>San Marin High School was awarded a Specialized Secondary Program grant for the development of the Global Academy (GA). Work is underway to develop curriculum for the GA.</p>	<p>Staff will attend the UCCI workshop to develop integrated curriculum courses for the pathway that are UC approved. Materials are being purchased to implement the new classes and staff are being trained. <b>Staff attended the UCCI workshop for both the Global Academy as well as Biotechnology and created and had approved several courses</b></p>
<b>Career Technical Education Incentive Grant</b>	<p>Application for \$400,000 for the newly released Career Technical Education Incentive Grant has been submitted to expand and enhance CTE programs at Novato and San Marin High Schools. Programs included in the grant are: Cisco Academy at San Marin High School, Engineering Design Pathway at Novato High School and Broadcasting/Video Production Pathway at Novato High School. <b>The district received the \$400,000 grant.</b></p>	<p>Upon acceptance of funds (spring 2016) work to enhance the existing programs listed. Specifically update room 601 at San Marin High School to create a modern technology academy setting, purchase needed computers and equipment to make program fully functional. At Novato High School large equipment would be purchased for both programs, updates to the existing makerspace for Engineering Design, curriculum development and purchase of needed materials.</p>
<b>Increase the number of College of Marin (COM) courses offered on high school campuses</b>	<p>Novato High School offered the first course starting in the Fall 2015 on their campus, taught by COM staff- Mandarin. In January 2016 San Marin began hosting the COMPASS class on their campus on Wednesday mornings.</p>	<p>Continued partnerships with COM to determine what courses may be offered on the high school campuses for the fall 2016. Conversations also include CTE pathway options such as Biotechnology. <b>The high schools have been in conversation with COM about this. The work with Get Focused...Stay Focused! Will directly impact this action item.</b></p>
<b>Planning for implementation of additional Career Pathways</b>	<p>San Marin High School has been working to build out the existing STEM program to include year four options. Additional work is underway with the development of the Global Academy, Cisco Academy, and determination of what the remaining pathways will be in efforts to move towards a schoolwide academy program model. At Novato High School staff has been working to determine what pathways will be offered.</p>	<p>Continue planning to outline concrete steps for the next three to five years to begin, expand and fully implement the identified pathways at each high school.</p> <p><b>Staff at both high schools have been working to implement as described</b></p>

	Planning has begun regarding the Contemporary Global Issues and Health Careers pathways. Work is underway to expand the existing Engineering Design and Broadcasting pathways.	
<b>Increased career development and readiness opportunities for at risk students at Marin Oaks High School.</b>	Acceptance of grant from the Peter E. Haas Jr. Family Fund, specifically to support a work readiness and experience initiative at Marin Oaks High School. The grant was formally accepted on January 12, 2016 and staff is currently working to hire a staff position to develop the program.	Hire staff to develop the program during the spring 2016 semester, program development, hire staff for implementation phase starting August 2016. Grant runs through June 2017. <i>Staff was hired to develop the program, currently the position for 2016-17 (College and Career staff, full time classified position) is being posted and will be in place for the fall.</i>

### III. STAFF SUCCESS

**GOAL #7:** By June 9, 2016, all staff who received support or training from one of the instructional coaches will be surveyed to provide an evaluation of the quality of support provided. A baseline of the percentage of teachers who have been supported by the coaches will be collected and tracked.

**RESULTS: Uncertain.** *The survey was refined and will be sent out again to all teachers to assess the effectiveness of the coaches this week. These updated numbers will be included to identify a baseline for next year's goal.*

Goal #7 Strategy	Progress to Date	Next Steps for 2016-17
<b>Survey of Teachers on the quality of support received support from instructional coaches</b>	108 teachers responded to the survey which represents approximately 25% of the teachers in the district  84% of respondents rated the support from coaches as "Excellent" or "Good"	Utilize the survey results to continue to target coaches to areas of need that were identified by the survey responses  Survey all teachers again in Spring  <i>Coaches will identify instructional strategies to highlight through videos, online web presence and after school workshops</i>  <i>Coaches will develop common evaluation or feedback tool to elicit individual feedback on their support</i>
<b>Tracking system for instructional coaches</b>	Each of the instructional coaches maintain a schedule and approximate number of teachers they support	<i>Refine tracking tool for coaches to identify more specific baseline of the number of the teachers supported</i>

		Identify and implement process to provide administrators with information about the number of teachers receiving support on their site.
--	--	---

**GOAL #8:** By June 9, 2016, each administrator will evaluate the effectiveness of his or her professional development through surveys and other methods of staff feedback to ensure we are providing high-quality PD using staff release time, including the early/late start Wednesdays.

**RESULT:** *This goal was partially achieved. All principals elicited some feedback on the professional development on their site and the feedback was mostly positive. This goal will be further refined to ensure that staff time is focused on our district initiative of increasing teacher's use of project-based learning and authentic assessments.*

*In addition to district-wide professional development, special educators received additional targeted workshops throughout the year: 11 hrs legal and other issues, 21 hrs for speech-language pathologists, 11 hrs for paraeducators, and 72 hrs of Crisis Prevention and Intervention (district/county wide). Staff surveys revealed positive feedback. The highest positive feedback was for legal workshops, paraeducator strand, and speech-language pathologist workshops. The workshop did not take them away from district-wide efforts.*

Goal #8 Strategy	Progress to Date	Next Steps for 2016-17
<p>Each administrator will survey their staff to gauge the level of satisfaction with the late start/early release meeting time run by the principal.</p> <p>Principals will work closely with their site leadership teams to get feedback and input concerning PD</p>	<p>All sites have received feedback from staff, and are reviewing activities and professional development plans to ensure that the time is well spend. (See attached summary of results.)</p>	<ul style="list-style-type: none"> <li>-District staff will continue to work with principals and site administrators to discuss best practices of effective staff development.</li> <li>-Principals will continue to receive input from site teaches, and will ensure that site PD is aligned to district and school priorities.</li> <li>-Principals will work with district staff to ensure they are knowledgeable about best practices in staff development and that these practices are implemented at each site.</li> <li>-Principals will share survey results from staff with their leadership teams for input</li> <li>- A draft strategic plan for professional development for the 2016-2017 school year has been development to support a focus on Equity, PBL and rubrics or performance based assessments</li> <li>- Principals will receive intensive training and support in the area of PBL</li> </ul>

**GOAL #9:** By June 9, 2016, our Human Resources Department will have implemented strategies and structures to ensure we recruit, hire, and retain the best candidates, including increasing our ethnic diversity and bilingual staff, and provide ongoing support and training to our employees.

**RESULT: This goal was partially achieved.** We did implement effective new procedures in HR, and vastly improved the efficiency of this department thanks to the efforts of Kris Cosca. We also improved our recruitment process, streamlined work, improved the hiring process overall, and improved employee relations. Unfortunately, increasing our ethnic diversity and bilingual staff remains a huge challenge.

Goal #9 Strategy	Progress to Date	Next Steps for 2016-17
<b>Recruitment - Events where NUSD will be recruiting</b>	<p>Novato Unified attended the following recruitment events this spring:</p> <p>California Association of Bilingual Educators Conference - San Francisco</p> <p>Sonoma State University Education Job Fair</p> <p>Sacramento State University Education Job Fair</p> <p>Chico State University Education Job Fair</p> <p>University of California, Davis Education Job Fair.</p> <p>Each of these recruitment events had a different flavor, differing benefits and liabilities.</p>	<p>Schedule administrators to attend the recruitment events based upon strength of program at the Universities and school/department need.</p> <p>Kris will review benefits and costs of the different events and make important decisions for future years.</p>
<b>Recruitment: Strengthening Relationships with local Universities</b>	<p>Presentations scheduled on the selection process from recruitment to the signing of a contract at Pacific Union College in Angwin, Dominican University.</p> <p>Reaching out to Sonoma State University, Brandman University, and Touro University to schedule similar presentations or whatever presentations might support the Universities.</p>	<p>Deliver presentations</p> <p>Develop partnerships with local universities and Chico State University.</p>
<b>Retention: Implement follow up surveys with employees who leave the district</b>	<p>Past Human Resources practices have not necessarily given employees strong reasons to remain working with NUSD. Practices have been adjusted. Customer services within the HR department have improved and will continue to improve.</p> <p>An exit survey has been launched and select exit interviews will be scheduled to help</p>	<p>Schedule exit interviews to follow up on exit surveys and collect additional data for teachers' departures.</p> <p>Continue to craft HR team to maximize customer service. Provide additional training to staff around customer service and specific areas within their responsibility.</p>
<b>Negotiations: Build trust and respect and conclude successful contract negotiations</b>	<p>Relationships with both CSEA and NFT were built and nurtured the entire year. Meetings were held bi-monthly and issues were resolved collaboratively. The Ewing Study was completed and approved; NFT negotiations ended well both from a district perspective and the teachers' perspective.</p>	<p>Conclude successful negotiations with CSEA in June.</p>

## IV. COMMUNITY INVOLVEMENT AND ENGAGEMENT

**GOAL #10: By June 9, 2016, the District will increase feedback from our community and school groups by actively seeking input from and holding regular meetings with all of our community stakeholders. During the course of the year, we will collect baseline data on who the participants are, how many interactions occur, and the quality of those interactions.**

**RESULT: This goal was achieved.** As mentioned below, we conducted 91 meetings over the course of the year, including regular meetings regarding Solar Projects, Facilities Master Plans, The Graduate Profile, LCAP, and Athletics. I also met regularly with School Fuel, DELAC, North Marin PTA (Leslie), NFT, CSEA, Novato Rotary Clubs, and MCOE staff.

Goal #10 Strategy	Progress to Date	Next Steps for 2016-17
Track the number of community meetings and attendees.	As of 5/25/16, the district has held approx. 91 meetings with approx. 2,700 attendees. (38 of these meetings were Facility Meetings) See attached list of events.	Continue to track the number of meetings and attendees.
Initiate Board Highlights after every regular board meeting.	As of 5/25/16, 60 English and Spanish Board Highlights have been sent to all employees and email addresses we have for parents, interested community members and media. Also posted on the NUSD website and Novato Patch.	Continue to send out Board Highlights. The addition of Board Highlights has doubled our newsletter communication with the community and employees.
Newsletters	As of 5/25/16, we have sent out 6 Superintendent newsletters and 7 C&I newsletters in both English and Spanish for a total 26 newsletters.	Continue to send out newsletters for both C&I and the Superintendent on topics of interest to parents and the community in a timely fashion.
Hogeboom Video Series	In collaboration with NCTV, recorded an interview between Supt. Hogeboom and San Marin student. Turned the 25+ minute interview into 5 separate short videos and released one per week.	Consider producing another video series next year with Supt. Hogeboom addressing the initiatives begun in 2015-16 and what could be expected in the 2016-17 school year.
Athletics Task Force	Jim and Kris met with the Task Force four times during the month of March, and covered a wide variety of topics. Participants included athletic directors, principals, Booster parents, coaches, student athletes and teachers. The Task Force developed a list of 5 key recommendations, of which the top	Site Principals will interview for a Full-time athletic director in June.  The Athletic Task Force will continue to meet quarterly during the 2016-17 school year to continue discussing ways to improve our athletic programs for students.

	priority, increasing the Athletic Director to a full-time position, was approved by the Board in May.	
<b>District/School Website Redesign</b>	Acting on feedback from staff and our community, Leslie began work to see out a consultant to help us redesign our websites. After an RFP process, Entropic Studios in San Rafael was selected. Leslie has worked closely with them and with IT to install a new platform, and has also begun to train sites on how to use it.	The installation of the new District Website will be completed this summer, along with both of the comprehensive High Schools. We will then move on to the middle schools and elementary schools in the fall.
<b>Project-Based Learning Video</b>	Working with NCTV on developing a video on PBL in NUSD that will be shown on August 15 to staff. NCTV has recorded three teachers in their classrooms, one at each level, to demonstrate PBL in NUSD.	Use the video or another variation of it (working again with NCTV) to show/demonstrate PBL at NUSD to parents and prospective parents.
<b>Community Mailers</b>	As part of the upcoming bond election, two mailers were sent to those households with a registered voter and all parents. One mail in the fall entitled "Back to School Update" and one in the spring "School Update." A one-page 'Fact Sheet' was also distributed to all elementary schools and included in secondary newsletters.	When the Board approves the bond ballot language, send out a postcard to informing the community. Early September, send a district NUSD Annual Report to parents and registered voter households.

**GOAL #11: By June 9, 2016, schools with Community Liaisons will establish connections, provide outreach and support for students and their families at each of our schools, and keep track of the number of families assisted. Schools that do not have community liaisons will have one by November 1, 2016.**

**RESULT: This goal was achieved. All schools within the district currently have a community liaison supporting families. The following is a listing of connections per site; a more detailed list of activities/connections can be provided if needed. Although all sites currently have a liaison, we did not receive a report back from all sites.**

<b>Goal #11 Strategies</b>	<b>Progress to Date</b>	<b>Next Steps for 2016-17</b>
<b>Community Liaisons will be hired at all elementary and middle schools.</b>	Community Liaisons have been hired at all schools with the exception of: -Hill and Pleasant Valley: A candidate has been selected to support both of these	Process employee for Hill and Pleasant Valley once fingerprints clear.



	<p>schools. We are currently waiting for this candidate to clear fingerprints.</p> <p>-Loma Verde: Recruitment was completed for Loma Verde to hire a 10 hour per week Community Liaison. Prior to interviewing Loma Verde decided to increase the hours for this position to 40 hours per week. This resulted in the need to recruit again. The position has closed and interviews have been scheduled.</p>	<p>Interview internal candidate. If selected, move through reference checking, processing. If not selected, recruit externally and complete selection process.</p>
<p><b>Monthly meetings will occur to clarify job responsibilities and share best practices for family engagement</b></p> <p><b>Provide PD for our community liaisons through SCOE or MCOE</b></p>	<p>Community Liaisons have been contacted and dates are being scheduled for ongoing meetings</p> <p>Planning is taking place for district, SCOE and MCOE trainings for spring.</p>	<p>A Newcomers Intake program will be implemented through Community Liaisons, admin, and other staff, to determine baseline academic status and socioeconomic and emotional needs. The IPT test will be completed to make proper placements in classes.</p> <p><b>The Newcomer intake process is currently being worked on. We hope to launch it at the high schools in August 2016.</b></p> <p>Community liaisons will begin to meet in February regularly to share best practices, needs, goal setting and monitoring data collected. Each site and or the district will begin to respond to needs, which are otherwise not being met. For example Novato High School has implemented the Open Closet a clothing redistribution program.</p> <p>Community Liaisons will also implement a tracking system...how many students/families they are interfacing with daily/weekly</p>

schools. We are currently waiting for this candidate to clear fingerprints.

-Loma Verde: Recruitment was completed for Loma Verde to hire a 10 hour per week Community Liaison. Prior to interviewing Loma Verde decided to increase the hours for this position to 40 hours per week. This resulted in the need to recruit again. The position has closed and interviews have been scheduled.

Community Liaisons have been contacted and dates are being scheduled for ongoing meetings

The Newcomer intake process is currently being worked on. We hope to launch it at the high schools in August 2016.

Community Liaisons will also implement a tracking system...how many students/families they are interfacing with daily/weekly

***GOAL #12: By June 9, 2016, the District will complete a comprehensive Facilities Master Planning process that will provide for community input at all sites to assist us with analyzing needs and prioritizing projects for each school.***

Goal #12 Strategies	Progress to Date	Next Steps for 2017-18
<p><b>Hire Architect Firm to lead the process of the development of the Educational Master Facility Plan</b></p>	<p>The architect firm, WLC, was hired to develop the Education Master Facility Plan for all 13 school sites. As of June 1, 2016, over 40 meetings were held that included input from teachers, staff, students, PTA, DELAC, Cabinet, Principals and ADCO. These meetings were completed in April 2016.</p> <p>The draft Educational Master Facility Plan was revised about 5 times, some school sites more and some less. A draft Educational Master Facility Plan was presented to the Board of Trustees at the April 23 Special Board meeting, the May 18 Facility meeting and the May 21st Special Board meeting.</p>	<p>The Educational Master Facility Plan is 90% complete. WLC Architects will complete the deliverable as outlined in the their proposal and provide a final version for the Board to approve in August 2016.</p> <p>Ballot language is being drafted that includes reference to the Educational Master Facility Plan. The Board of Trustees will review a draft on June 14 and possible adoption of the resolution to set the Bond Measure at the June 21 Board meeting.</p>
<p><b>Hire consultant to complete feasibility study, design solar parking structures, and procur a solar company to install solar panels</b></p>	<p>Several feasibility studies have been completed by Sage Renewables along with providing alternative drawings for placement of solar panels on parking structures.</p> <p>Selection of SolarCity was approved by the Board of Trustees and the PPA contract was approved at the March 1, 2016 Board Meeting. It is expected that over \$7 million will be saved over the next 25 years.</p> <p>Principals have been provided with drawings of placement of parking structures.</p> <p>Several community meetings have been held and input has been received from the community that has been communicated to Sage Renewables which will be factored in the overall design of the project.</p>	<p>Construction of the solar carports and ground mounted arrays will begin in June 2016 and significantly completed by the start of school in Fall 2016.</p>