

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Newbury Park High School	56 737595 633748		12-6-19

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

Newbury Park High School provides a well-balanced curriculum for every student. The high school offers an intensive block schedule that includes three 95-minute class periods plus two 55-minute class periods, one at the beginning and one at the end of the school day. Instructional levels include International Baccalaureate (IB), Advanced Placement (AP), Honors, College Preparatory (CP), Standard, Basic, and Foundations. IB, AP, Honors, and CP courses are all “a-g” approved. Basic and Foundations courses are Special Education courses with reduced rigor and additional academic supports. The unique needs of many students are met through English Language Development, Special Day, and Career Technical Education (CTE) programs (including seven CTE Pathways). Newbury Park enjoys fierce community loyalty and a history of academic and co-curricular success. NPHS has consistently earned high rankings in state performance indexes. As a result, NPHS has earned California Distinguished School recognition and was named an NCLB Blue Ribbon School in 2006. In 2009, NPHS earned the Exemplary Career Technical Education Award from the California School Recognition Program (CSRP). Panthers consistently earn awards in the areas of the yearbook, choir, band, drumline, color guard, dance, Academic Decathlon, Mock Trial, speech and debate, journalism, and athletics, as well as a commendation for volunteer service. NPHS offers more than 80 clubs and interest groups.

A culture of unparalleled individualized support developed during the years when NPHS was the smallest high school in the district, and although NPHS is now the largest comprehensive high school in CVUSD, such support continues to this day and is integral to our success. Counselors and teachers provide personal assistance to families with questions about courses, college, and private issues on a daily basis. We work especially hard to meet student needs, especially those who are at-risk or whose first language is not English. We continuously identify obstacles to

student achievement, implement action plans to address them and work with the community to overcome them. Community support takes many forms; for example, input from all stakeholders led to the development of our block schedule as well as tutorial/Homework Help, and intervention programs for at-risk students. With the growth in our school enrollment over the last decade, we continuously plan facilities and program expansion, while maintaining a focus on personalized services and relationships that have become central to our identity.

The current Mission Statement for NPHS is represented by the initials of the high school: Newbury Park High School is an inclusive community that provides an active and engaging learning environment that fosters passionate, open-minded, and inquisitive students. We encourage a healthy and balanced outlook on life while preparing our students to make meaningful contributions to their local and global communities.

GRADUATES OF NEWBURY PARK HIGH SCHOOL WILL:

BE CRITICAL THINKERS who think inductively to interpret raw facts and data for themselves.who identify, access, analyze, integrate and utilize a variety of resources and information.

BE EFFECTIVE COMMUNICATORS who are able to use written, oral and technological communication skills to convey, receive and interpret messages clearly. who work cooperatively with others by sharing responsibility and decision-making in the establishment and accomplishment of goals.

POSSESS A CORE KNOWLEDGE of basic facts, skills, and understanding of academics, arts, and culture.of a wide variety of subjects in order to make decisions and choices in life
UNDERSTANDING AND RESPECTFUL INDIVIDUALS who acknowledge the diversity of opinions, values and cultures.who demonstrate personal responsibility and respect for themselves and others.

BE PROBLEM SOLVERS who use a variety of learning strategies and thinking skills. who demonstrate creativity in evaluating situations and making decisions.

BE ACTIVE COMMUNITY MEMBERS who are willing to contribute to and interact responsibly within their community and country who handle practical situations according to common sense and the laws of the nation.

NPHS administers intervention in various ways, as will be outlined in Chapter IV in reference to our ongoing goal of providing more access and support for students. The Organized Academic Support in School (OASIS) program is designed for freshman students who did not meet promotion requirements in middle school, were close to not meeting those promotion requirements, and/or those with past or present discipline issues. Non-freshman students can also join the program as needed. These students are placed in a class that integrates instruction in health, nutrition, tailored physical education, and study skills, as provided by a team of two teachers on rotating days. Students learn about how to maintain a healthy, active lifestyle while also receiving individualized help, as well as time to study, work on homework, and meet with academic teachers or tutors. The class is provided with student computers, a printer, and school supplies. Students have access to online resources such as Q (the online CVUSD grading system), and Cyber High. We also recently brought back the Advancement via Individual Determination (AVID) program, a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Finally, subject-specific tutoring centers are available at lunch and after school, Newbury Park has

a grading period every five weeks. Counselors, administrators, and teachers involved in intervention programs such as those described above review the Ds/Fs list to provide timely intervention strategies to students. Parents are mailed correspondence indicating Newbury Park's intervention support options. Parents may voluntarily request that their students be enrolled in an OASIS or AVID class. Sometimes, a student study team (SST), a measure which can be requested by a parent to evaluate a struggling student, will determine that a student should be placed in one of those classes mid-year.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. All school goals and actionable items are aligned with the four major CVUSD LCAP goals.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Newbury Park High School works closely each year with all stakeholders to review current data, identify current areas of strength and growth for the school and develop measurable goals each year. All goals identified focus on promoting positive student outcomes, ensuring highly qualified staff are provided targeted professional development, enhancing the social, emotional and physical well-being of all students and to provide communication and targeted outreach that informs the community of opportunities that support positive student outcomes. Stakeholders include certificated and classified staff, students and parents.

EC Section 64001 requires the development of the SPSA to include the following:

? A comprehensive needs assessment (pursuant to ESSA)

? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals

? May include local data

? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.



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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student Survey

WASC Survey Process

The student survey was designed by students in our Associated Student Government (ASG) and Student Advisory Board (SAB). Only about 20% of students completed the student survey. The survey was made available to students through the weekly student newsletter, as a banner on student Canvas Dashboards as well as its own email to all student email accounts. The survey was well balanced by grade level, with about 25% of each grade level completing the survey. There was a higher percentage of responses from AP/honors students, 82% of the respondents. There was a slightly lower response rate from males, but the ethnicity of respondents was close to the ethnicity of the school.

Student Survey Findings:

Strengths

79% of students strongly agree or agree feel physically safe on campus

98.7% of students strongly agree or agree have access to a computer at home or on campus

85.7 % of students feel comfortable with the technology, software, grading systems that my teachers use daily

82.1 % of students have not experienced harassment/bullying

84.4 of students strongly agree or agree that their counselor is available to answer questions and provide support as needed.

86.3 of students strongly agree or agree that their teacher is available to answer questions and provide support as needed.

74.9% of students strongly agree or agree that NPHS offers a large variety of clubs, interest groups, athletics, and other extra/co-curricular activities for the students.

71.4% of students agree or strongly agree teachers have been flexible and supportive, as well as very responsive with communication

Areas of Growth

Only 20.1% of students regularly read the weekly student newsletter

31% of students feel uncertain about admission requirements for UC/CSU

Although 93.5% of students are aware of academic support systems on campus (strength) only 11.5% of students regularly utilize these systems.

20.4% of students disagree/strongly disagree that NPHS meet their social/emotional needs and

23.2% disagree/strongly disagree with the statement "NPHS encourages students to take care of their mental health and I am aware of my options for social/emotional support at NPHS"

Parent Survey

Survey Process

The parent survey was designed with input from the WASC Parent Home Group. Several meetings were held to review the previous survey and to provide input on the current survey. Leadership team and staff reviewed the survey. The survey was translated in Spanish and administered through a Google Form in February 2021. The parent survey was sent out to all parents via email

and the weekly principal newsletter through S'more. It showed a balanced representation of parent groups (honors, AP/IB, CP, ELL, and SpEd). Overall, parents feel their student has access to classes they wish to take, that the school communicates well and that their student is treated well on campus. Parents feel that students could be further encouraged to access resources (such as college application support and academic tutoring). Also, further opportunities could be provided for parents to be involved in their students' school life at NPHS.

Strengths

77.3% agree or strongly agree that their student can make adjustments to his/her/their academic schedule as his/her/their needs change

72.6% agree or strongly agree that their student has access to any class they want or need to take

80-90% parents feel they get timely information about academic progress, grades and school events

77.5% agree or strongly agree with I am satisfied with the level of instruction my student receives

Only 4.6% of parents felt discipline at NPHS was not communicated or fairly and consistently applied

77% of parents agree or strongly agree that NPHS values diversity

More than 80% of parents agree or strongly agree that their student is able to take the necessary courses and desired electives on the block schedule.

80-90% of parents say their students are treated fairly by both adults and peers on campus

Growth

27.5% disagree or strongly disagree that I am given adequate information and I feel prepared to assist my student in applying for colleges of his/her/their choice.

22.4% of parents don't know how or feel they have opportunities to be involved in their student's school life at NPHS

60.6% said they feel their student does not utilize the tutoring center or extra resources available to them

Staff Survey

The staff survey was designed by the WASC committee and sent out to staff by email.

Approximately 68% of NPHS staff responded to the survey. Office staff and teachers were well represented, however, maintenance/custodial staff did not participate in the survey at all. Overall survey responses showed a positive response about NPHS.

Staff Survey Findings:

Strengths

100% agree or strongly agree the school environment nurtures learning

89.9% agree or strongly agree that the administration is approachable and supportive

67% strongly agree and 23.9% agree that the Library at NPHS supports the curriculum and staff needs

74.2% of teachers either have a masters degree or are in the process of getting a masters degree.

94% of staff attend conferences/workshops outside of school to further their education and/or gain new teaching strategies

84.5% agree or strongly agree that the block schedule allows students to be more successful than they would be in traditional 50-60 minute classes (6-7 periods a day)

92.1% agree that the staff is provided the time and opportunity to develop a collegial atmosphere that encourages collaboration

81.9% stated that students are always or often given opportunities to work collaboratively during class

93.4% regularly (daily or weekly) update Q or Canvas grades

Areas of Growth

Need new unifying standards - perhaps move to IB Learner Profile Attributes or IB Approaches to Teaching and Learning moving forward (18.2% still using old ESLR standards)

35.2% disagree or strongly disagree with Interdisciplinary (department to department) collaboration occurs among staff

16.9 % disagree or strongly disagree (or need more training) with feeling confident and able to provide accommodations for the needs of English Language Learners in their classroom

33.4% of teachers indicate that they do not have access to financial resources to sufficiently support their instructions (answered disagree or strongly disagree).

15.3 % don't know if students with severe social emotional concerns receive prompt attention from the counseling office or administration or school mental health staff and 8.3% don't feel they are receiving prompt attention

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social-emotional learning for students and staff.

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CVUSD students in grades 6-8 took a local assessment in language arts and math during the Spring semester. Students in grade 11 had the opportunity to take the CAASPP summative assessments in both language arts and math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CVUSD will begin utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through its website and DataQuest. This tool is used to produce data reports for our SPSA and upcoming WASC self-study.

Teachers will continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

CVUSD teachers are provided three (3) pupil-free workdays dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum-based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying WonderWorks for Specialized Academic Instruction. Elementary Teachers also attended grade-level professional Development for grade-level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments, and record-keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record-keeping to inform instruction, as well as provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a district-wide Professional Learning Day. Site leadership provided professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade-level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, ongoing professional learning will be provided by district office staff, including the district’s Teachers on Special Assignments for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma-informed care to lead sites using inclusive and supportive practices with students and families.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provides focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, and GATE. The TOSAs provide ongoing professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

NPHS departments meet at least three times a month on Wednesdays during our early dismissal days. The schedule is being piloted by the staff this year. SPED teachers join content area departments in meetings and training during the year as well. Teachers create tasks and assessment tools that are co-constructed with students to ensure that students are learning and involved in the assessment process. Departments document the progress of activities by completing a collaboration document developed with department input. In addition, each department chair attends district articulation meetings and rotates through representing their department/school at SCAC (Secondary Curriculum Advisory Council) meetings.

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Guided Studies classes are provided at the middle school level to support students in ELA and Math. At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math, and Oasis classes for academic support in ELA, math, and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for "overall" student performance but also by the achievement of all student groups. Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD's LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC's, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

NPHS is fortunate to have access to a variety of community, district, and county resources that are designed to assist all students. Supports are focused in a variety of areas including social-emotional support, academic support, and school and area-based connectedness. The Thousand Oaks Teen Center provides outreach mentors who meet with individuals and small groups of students to discuss common challenges and provide resources and social/emotional support. The Thousand Oaks Police Department, the City of Thousand Oaks, and CVUSD have a long-standing partnership that results in the placement of a School Resource Officer for each cluster who serves as a liaison between law enforcement and the student body. Our SRO has an office on campus but serves all schools in the Newbury Park cluster. Our SRO assists the sites in presentations, conflict resolution, incident investigation, school safety evaluation, and attendance monitoring. This partnership has resulted in a very positive relationship that extends to accessing County resources including Child Protective Services (CPS) and the Crisis Team through Ventura County Behavioral Health. Our PFA provides financial assistance throughout the year allowing students to attend dances, pay for exams, and other important areas to ensure a positive learning environment.

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless students/families to check in on students' attendance and to introduce themselves to their school liaison. The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

A variety of parent and community organizations and representatives are active at Newbury Park High:

Umbrella Booster & Booster Clubs: Parents participate in a variety of booster clubs for athletic teams, band, dance, and cheerleading. The mission of each booster club is to support and enhance the co-curricular programs

Newbury Park High School has an Umbrella Booster Club which provides a collective forum for all booster clubs on campus to discuss and review common objectives and concerns, to help support and guide the individual booster clubs, and provide a collective and direct line of communication with the school and its administration.

Our community is dedicated to supporting Newbury Park High School by providing guest speakers, job shadows, career presentations, mentorships, donations, and / or sponsoring our clubs. Some organizations include Sage Publications, Amgen, Ludington Institute, The Optimists' Club, Kiwanis, Cal Lutheran, and CA State University Channel Islands.

The Conejo Schools Foundation (CSF) is an independent non-profit managed by parents, community leaders and educators dedicated to improving and enriching the educational experience of all students in the District. CSF is dedicated to creating a sustainable funding source for all of our schools' critical needs and to increase the impact of resources for students and teachers. CSF provides teachers with individual teacher grants as well as a Get Ahead summer school program, with proceeds benefiting teachers and programs across the district.

English Language Advisory Council (ELAC): Our committee serves as a means to express concerns and needs, not only to Newbury Park High School, but also to the Conejo Valley Unified School District. In addition to quarterly evening meetings held at NPHS, one committee member represents NPHS at district-level ELAC meetings (DELAC). Starting in the 2018-2019 school year, NPHS will host 5 ELAC meetings each year.

Parent-Faculty Association (PFA): the NPHS PFA represents parents and faculty, working together to provide programs and services for our school that might not otherwise be available. PFA's purpose is to help create a positive working relationship between home and school by encouraging parental involvement in volunteer programs and school activities. PFA fundraisers, such as Core Lit book sales, After Prom, etc. provide NPHS additional funds for student programs.

The School Site Council (SSC) meets monthly to discuss all aspects of the school's budgets, the school's Single Plan for Student Achievement, and progress towards meeting the school goals. Members serve a two-year term.

NPHS has parents serve as representatives for all district level committees including DAC, SEDAC, ELAC, GATE DAC. Parents share reports from each meeting at school level meetings each month.

NPHS has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of the NPHS's SPSA during their regularly scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. NPHS's parent DAC, GATE-DAC, and DELAC

representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and X if Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

NPHS staff and community members participated in a series of meetings and activities as part of an extensive review and update to the school SPSA plan. The following are meetings and activities that have taken place:

5/17/21	Steve Lepire and Wendy Goldstein	Discussed an initial timeline to have SPSA Planning Meeting
5/24/21	SSC Members	Update on SPSA process and members of the group attending
6/6/21	Steve Lepire and Wendy Goldstein	Final prep for SPSA meeting
6/14/21	SPSA Planning Team	SPSA Planning meeting review of current SPSA. Recommendations and changes were made by groups review each goal
8/23/21	PFA Meeting	Final update before SPSA meeting
8/24/21	SSC Meeting	The principal presented a draft to the SSC for review and other edits were made
9/14/21		SPSA Plan shared with SSC for a vote

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

SPSA committee agreed that survey information was accurate and provided actionable data to analyze

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.37%	0.29%	0.3%	9	7	6
African American	1.07%	1.19%	1.1%	26	29	26
Asian	10.18%	9.63%	10.4%	247	234	242
Filipino	1.19%	1.32%	1.7%	29	32	39
Hispanic/Latino	23.16%	24.69%	23.7%	562	600	555
Pacific Islander	0.33%	0.33%	0.4%	8	8	10
White	60.57%	58.93%	57.6%	1,470	1,432	1,346
Two or More Responses	3.13%	3.62%	4.9%	76	88	114
Not Reported	%	0%	%		0	
Total Enrollment				2,427	2,430	2,338

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	610	568	571
Grade 10	622	625	554
Grade 11	599	625	608
Grade 12	596	612	605
Total Enrollment	2,427	2,430	2,338

Conclusions based on this data:

1. Overall student enrollment has remained consistent over the past three years with a current enrollment of 2437
2. Hispanic/Latino student enrollment has increased over the last three years
3. All other student populations have remained the same

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	72	111	101	3.0%	4.6%	4.3%
Fluent English Proficient (FEP)	444	441	420	18.3%	18.1%	18.0%
Reclassified Fluent English Proficient (RFEP)	8	1	9	14.3%	1.4%	8.1%

Conclusions based on this data:

1. The number of identified EL students has grown the past two years
2. NPHS has seen a influx of EL students identified as newcomers for the 2019-20 school year.
3. Our reclassified numbers dropped due to the implementation of a new assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	591			562			562			95.1		
All	591			562			562			95.1		

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2631.			36.12			34.70			16.55			12.63		
All Grades	N/A	N/A	N/A	36.12			34.70			16.55			12.63		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 11	42.07			42.25			15.69			
All Grades	42.07			42.25			15.69			

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 11	46.35			41.89			11.76			
All Grades	46.35			41.89			11.76			

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 11	32.62			57.75			9.63			
All Grades	32.62			57.75			9.63			

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 11	38.50			49.38			12.12			
All Grades	38.50			49.38			12.12			

Conclusions based on this data:

1. A review of overall 2018-19 data shows an increase in ELA scores. Targeted student populations still fall behind overall student success. EL and SWD populations show the largest achievement gap.
2. Hispanic/Latino population show student progress
3. Overall NPHS students showed the greatest proficiency in writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	591			567			567			95.9		
All	591			567			567			95.9		

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2621.			24.51			27.51			22.05			25.93		
All Grades	N/A	N/A	N/A	24.51			27.51			22.05			25.93		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	37.92			29.45			32.63		
All Grades	37.92			29.45			32.63		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	28.57			47.44			23.99		
All Grades	28.57			47.44			23.99		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	26.28			55.03			18.69		
All Grades	26.28			55.03			18.69		

Conclusions based on this data:

1. Mathematics Findings: The Asian, Black, Two or More Races, and White student groups score the highest, but the White subgroup is only scoring at 55.76% “met or exceeded.”

2. The Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities score significantly lower. One challenge is that new ELs, that have only been in the country a matter of months, are required to take the mathematics SBAC exam. Our Hispanic/Latino students, Economically Disadvantaged students, SWD, and English Learners continue to perform at a lower level than our Asian and White students.
3. Overall NPHS students performed the highest in the claim area: concepts and procedures.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1487.7	1473.4	1501.3	12
Grade 10	1524.1	1515.1	1532.7	17
Grade 11	1459.6	1423.6	1495.2	15
Grade 12	*	*	*	*
All Grades				53

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*			*	*	*	*	12
Grade 10	*	*	*	*	*	*	*	*	17
Grade 11	*	*			*	*	*	*	15
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	11	20.75	26	49.06	53

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	12
Grade 10	*	*	*	*	*	*	*	*	17
Grade 11	*	*	*	*			*	*	15
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	12	22.64	11	20.75	*	*	20	37.74	53

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*	*	*	*	*	12
Grade 10			*	*	*	*	*	*	17
Grade 11			*	*	*	*	12	80.00	15
Grade 12			*	*	*	*	*	*	*
All Grades			*	*	*	*	33	62.26	53

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	12
Grade 10	*	*	*	*	*	*	17
Grade 11	*	*	*	*	*	*	15
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	22	41.51	22	41.51	53

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	12
Grade 10	*	*	*	*	*	*	17
Grade 11	*	*	*	*	*	*	15
Grade 12	*	*	*	*	*	*	*
All Grades	18	33.96	15	28.30	20	37.74	53

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*	*	*	12
Grade 10	*	*	*	*	*	*	17
Grade 11			*	*	13	86.67	15
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	15	28.30	36	67.92	53

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	12
Grade 10	*	*	*	*	*	*	17
Grade 11	*	*	*	*	*	*	15
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	26	49.06	20	37.74	53

Conclusions based on this data:

1. There is no current data from ELPAC results

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,430	21.5	4.6	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	111	4.6
Foster Youth	5	0.2
Homeless	36	1.5
Socioeconomically Disadvantaged	522	21.5
Students with Disabilities	249	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	1.2
American Indian	7	0.3
Asian	234	9.6
Filipino	32	1.3
Hispanic	600	24.7
Two or More Races	88	3.6
Pacific Islander	8	0.3
White	1,432	58.9

Conclusions based on this data:

- 1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Green		
College/Career  Orange		

Conclusions based on this data:

1. Overall progress in Math and English
2. Suspension Rate improved
3. College and Career Readiness indicator dropped

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>50 points above standard</p> <p>Increased ++9.9 points</p> <p>562</p>	<p>English Learners</p> <p>Red</p> <p>119.5 points below standard</p> <p>Declined -6.9 points</p> <p>32</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>30.7 points below standard</p> <p>Increased ++11.7 points</p> <p>116</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>76.4 points below standard</p> <p>Increased ++10.2 points</p> <p>44</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 106.1 points above standard Declined -11.1 points 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.2 points below standard Increased Significantly ++17.1 points 133	 No Performance Color 61.2 points above standard Increased Significantly ++19.4 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 64.5 points above standard Increased ++13.8 points 349

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
153.9 points below standard 16	85.1 points below standard Increased ++3.5 points 16	64.6 points above standard Increased ++14.7 points 446

Conclusions based on this data:

- Overall Growth in ELA
- Growth areas included: SED, SWD, White students, Hispanic, Reclassified students and Students of two or more races
- Areas where scores dropped: English Learners, Asian students

School and Student Performance Data

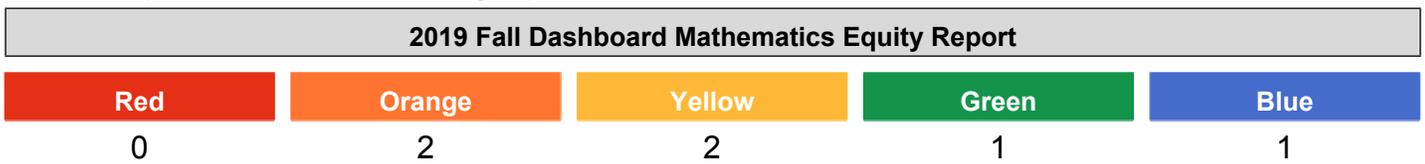
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.5 points below standard</p> <p>Increased ++6.3 points</p> <p>564</p>	<p>English Learners</p> <p>Orange</p> <p>148.7 points below standard</p> <p>Increased ++14.1 points</p> <p>32</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>96.3 points below standard</p> <p>Increased ++9 points</p> <p>118</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>160.5 points below standard</p> <p>Increased ++6.2 points</p> <p>44</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 72.6 points above standard Declined Significantly -30.4 points 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 71.4 points below standard Increased ++7.4 points 134	 No Performance Color 5 points above standard Increased Significantly ++17 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 12.8 points above standard Increased Significantly ++17.5 points 349

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
167.8 points below standard 16	129.6 points below standard Increased Significantly ++25.4 points 16	11 points above standard Increased ++8.9 points 447

Conclusions based on this data:

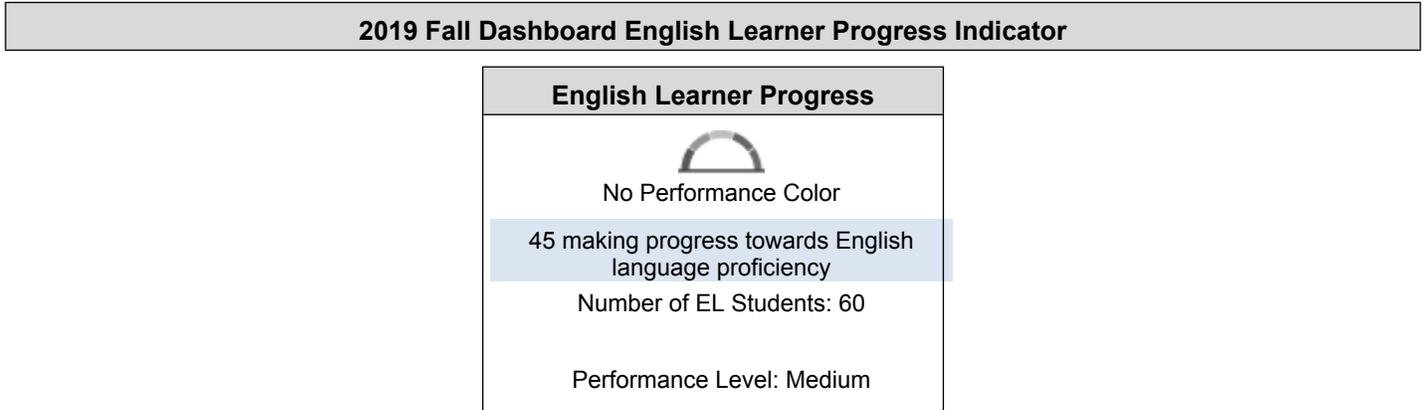
1. Overall Math Scores improved
2. Areas where scores improved: English Learners, SED, SWD, Hispanic students, Students of two or more races and Reclassified students
3. Areas where scores dropped: Asian students,

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3	41.6	3.3	41.6

Conclusions based on this data:

- 1.

School and Student Performance Data

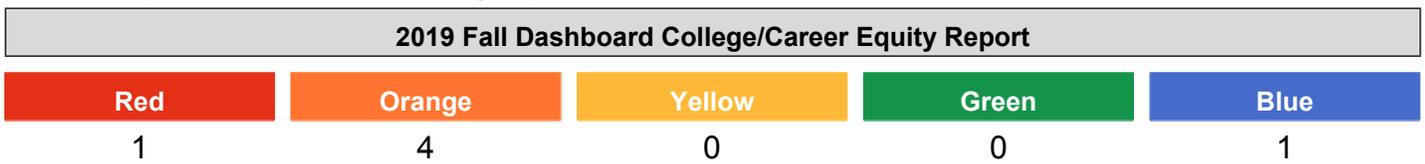
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> Orange 54.7 Declined -8.8 607	<p>English Learners</p> Red 6.3 Maintained -0.7 32	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color 11.1 Declined Significantly -13.9 18	<p>Socioeconomically Disadvantaged</p> Orange 29.6 Declined -4.7 159	<p>Students with Disabilities</p> Orange 10.7 Declined -4.4 56

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 88.2 Maintained +0.5 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.4 Declined -2.2 142	 No Performance Color 50 Declined Significantly -31.8 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 57.9 Declined Significantly -11.4 349

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	63.5 Prepared	54.7 Prepared
Approaching Prepared	15.1 Approaching Prepared	20.1 Approaching Prepared
Not Prepared	21.4 Not Prepared	25.2 Not Prepared

Conclusions based on this data:

- Overall data showed a decrease
- Areas where rate dropped: SED, SWD, Hispanic, Students of two or more races, White students

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

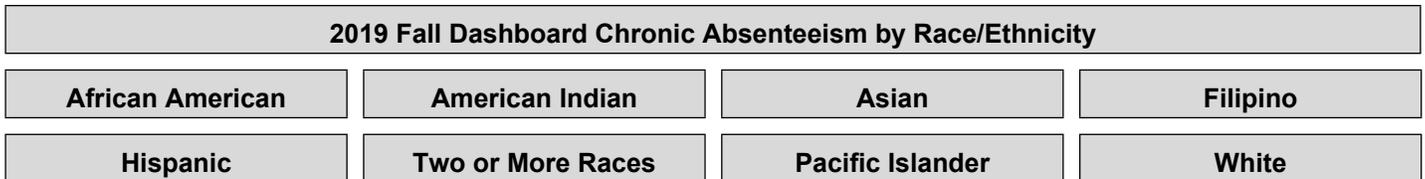
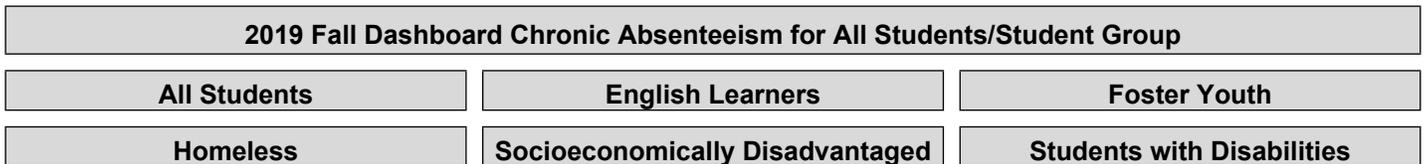
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

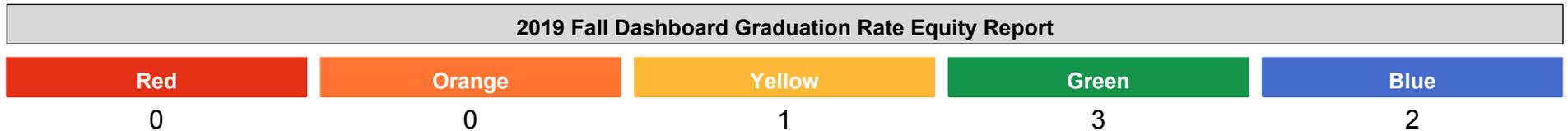
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

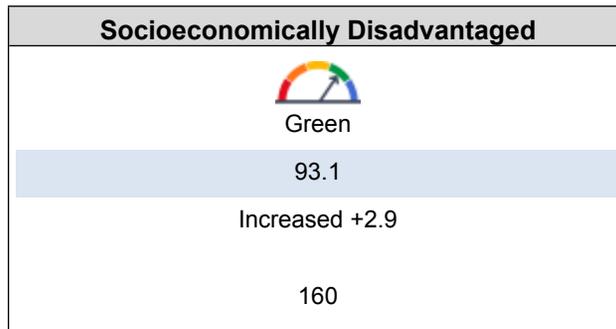
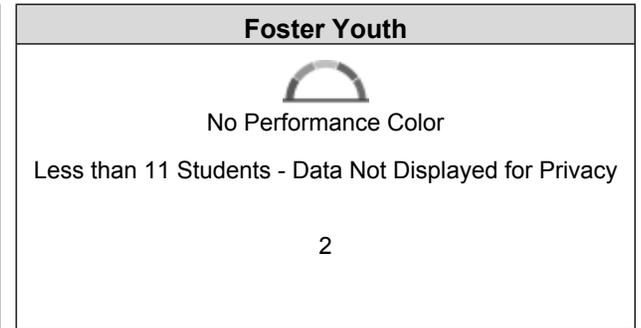
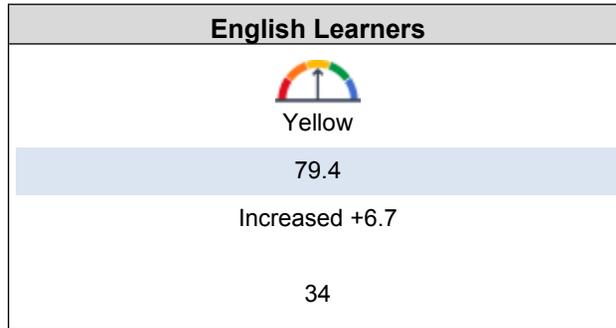
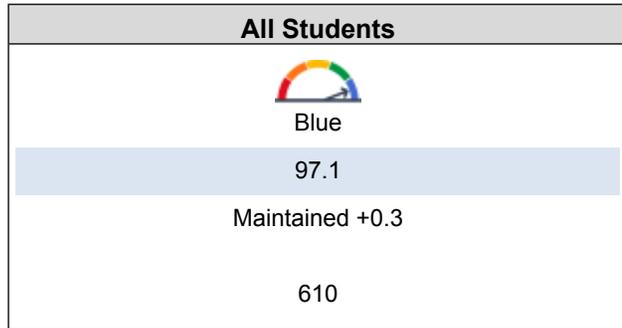


This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group



2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 97.4 Declined -2.6 76	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.3 Increased +1.3 143	 No Performance Color 100 Maintained 0 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 98.6 Maintained +0.4 350

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.8	97.1

Conclusions based on this data:

1. Grad rates stayed the same
2. SWD that get a certificate of completion count against our data

School and Student Performance Data

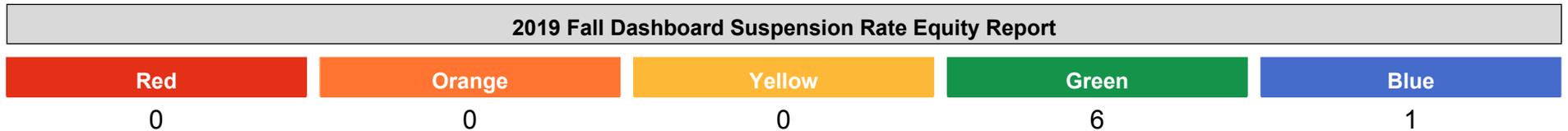
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

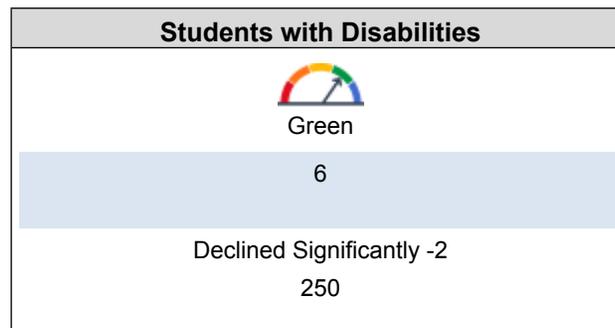
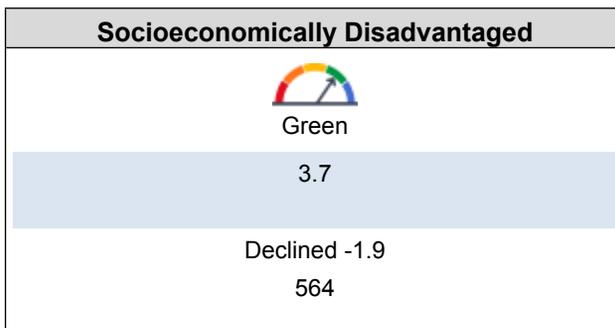
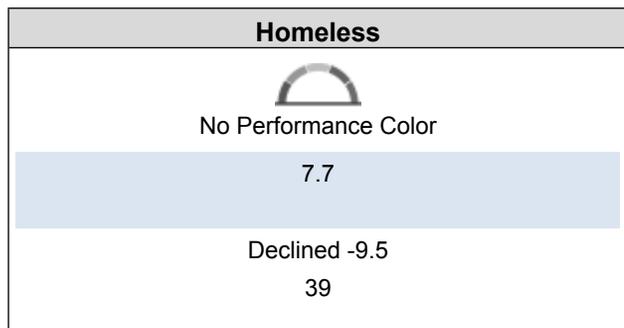
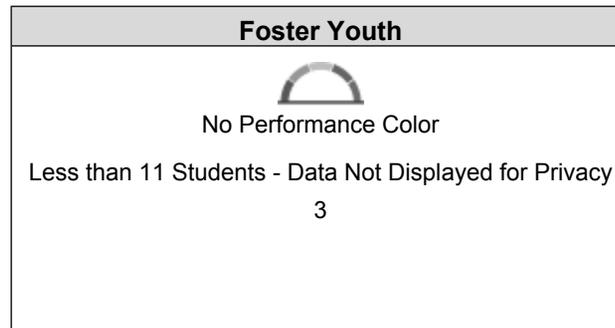
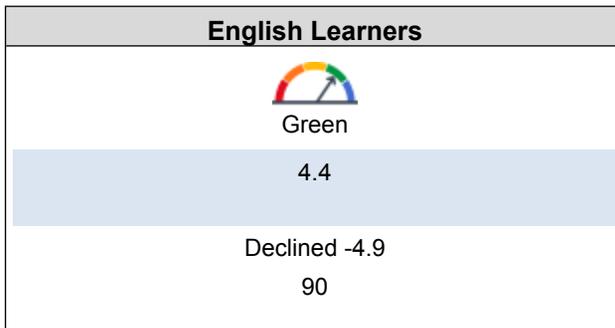
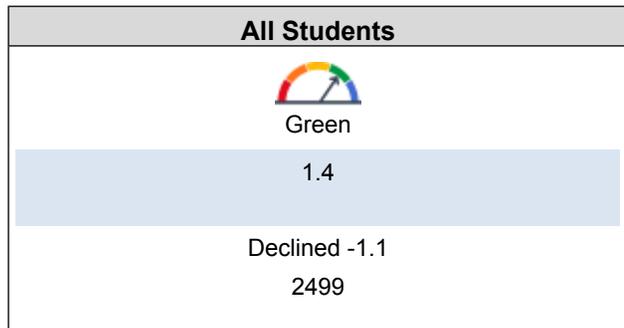


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.8 Increased +0.9 26	 No Performance Color Less than 11 Students - Data Not 9	 Blue 0.4 Declined -1.9 251	 No Performance Color 0 Maintained 0 30
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.8 Declined -1.5 605	 Green 1.3 Maintained -0.2 76	 No Performance Color Less than 11 Students - Data Not 8	 Green 1 Declined -0.9 1494

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	1.4

Conclusions based on this data:

- Overall Suspension Data declined
- All subgroups and areas showed a decline in suspension rates except African-American students (0.9%)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive Student Outcomes: Academic Growth and Learning Loss

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 1

Increase the overall number of students who meet or exceed the standard on the CAASPP Math in grade 11 by 2% during the 2021-22 school year. (Goals 1,2,4)

Increase the overall number of students who meet or exceed the standard on the CAASPP ELA in grade 11 by 2% during the 2021-22 school year. (Goals 1,2,4)

Increase student CAASPP/SBAC scores in ELA Reading and Writing by 2% (Goal 1,2)

Increase student CAASPP/SBAC scores in Math Concepts & Procedures by 2% (Goal 1,2)

Increase number of student participants utilizing support centers (Twilight Academy) by 2% (Goal 1, 2)

Recapture/maintain student enrollment in vocational courses (CTE/CEC) to resume typical enrollment levels (Goal 2,3)

Decrease the number of students earning D/F's by 2% (Goal 1,3,4)

Counseling staff support for student academic intervention based on D/F rates. (Goal 1, 3,4)

Provide clear and consistent grading practices for all students

Identified Need

CAASPP overall scores show improvement but there is still much opportunity for growth overall and in specific claim areas. Student use of the tutoring center and teacher support will aid students in performing better at official marking periods.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English 2020 - 2021 Scores	ELA CAASPP: 11th Grade: 71%	ELA CAASPP: 11th Grade: 73%
CAASPP Math 2020 - 2021 Scores	Math CAASPP: 11th Grade 52%	Math CAASPP: 11th Grade 54%
CAASPP English Reading Claim 2020 - 2021 Scores	CAASPP English Reading Claim 11th Grade:42%	CAASPP English Reading Claim 11th Grade 44%
CAASPP English Writing Claim 2020 - 2021 Scores	CAASPP English Writing Claim 11th Grade:46%	CAASPP English Writing Claim 11th Grade:48%
Math Learning Center Participation Data Results:	Math Learning Center Participation Data Results: Term 2 2019-20: 145 Unique students	Math Learning Center Participation Data Results: Term 1 2021-22 185 unique students
Q report	Student enrolled in a CTE course 20-21 school year:650	Student enrolled in a CTE course 2020-21 school year:650 or higher
Q report	Students earning a D/F in English, Math, Social Science and Science 2020-21 English 21% Math 11% Science 13% Social Science 17%	Students earning a D/F in English, Math, Social Science, and Science 2021-22 English 14% Math 8% Science 10% Social Science 13%
CAASPP Math Concept and Procedures Claim 2020-21 Scores	CAASPP Math Problem Solving and Modeling Data Analysis Claim 2020-21 11th Grade: 28.57%	CAASPP Math Problem Solving and Modeling Data Analysis Claim 2021-22 11th Grade: 28.57%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Provide clear and consistent grading practices for all students

Data meetings with department chairs

Review of department grading practices

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Counselors will meet with all students individually each year to develop, review and adjust academic plan aligned to assist students to meet the A-G requirements.</p> <p>Counselors and school staff will offer school presentations informing students and parents about the A-G requirements.</p> <p>Counselors will review all students' transcripts of transfer students to ensure that all course titles are aligned with Newbury Park High School A-G course titles.</p>	June 2022	Counselors	Annual review of student progress towards graduation	None Specified	None Specified	
		Counselors and site leadership	Registration nights held during the spring semester	None Specified	None Specified	
		Counselors	Review allows site to catch transcript errors	None Specified	None Specified	
<p>Counselors and identified staff members will attend the University of California and California State University conferences.</p> <p>The counseling department will organize college application workshops for senior students.</p> <p>Informational parent and student presentations for academic and college planning.</p>	June 2022	Site Leadership Counselors Identified staff	Counselors will continue to develop strong relationships with college admission reps	None Specified	None Specified	
		Counselors Site Leadership Counselors Identified staff	Face to face time for counselors and admission reps to help students	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Presentations assist in helping parents and students during the college application process. College admission reps lead the presentations	None Specified	None Specified	
<p>NPHS staff will identify current students that did not meet or exceed the state standards based on the CAASPP tests in Math and ELA.</p> <p>NPHS instructional staff will attempt to schedule students in the appropriate Math and ELA courses that embed extended resources/intervention for targeted students.</p>	June 2022	Site leadership Counselors	Training of new Mastery Connect system	None Specified	None Specified	
		Site leadership Counselors	Site leadership will determine number of sections for students for cohort Math and English classes	None Specified	None Specified	
			IXL and other resources offered	None Specified	None Specified	
			Identification of the correct Math class for incoming students	None Specified	None Specified	
<p>All major academic departments will continue to implement Solution Tree staff development training strategies during PLC time.</p> <p>All academic departments will develop a minimum of 2 common formative assessments per subject area.</p> <p>All academic departments will develop and use a common collaboration documentation form to record all collaborative department activities including data analysis of common assessments</p>	June 2022	Solution tree company Site leadership	<p>Departments will use collaborative to create, edit and administer common assessments.</p> <p>Collaborate document developed and used by each department.</p>	5000-5999: Services And Other Operating Expenditures		
		Site Leadership Teachers				
		Site Leadership Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All major academic departments will receive formal training to develop Universal Design for Learning to adjust current practices in order to better meet the needs of all learners. Measured through teacher lessons that are shared on Google Drives by staff, and observed during walkthrough visits by admin and staff.</p> <p>Teachers collaborate on UDL through their Professional Learning Communities weekly and during staff development days or release time.</p>	June 2021	<p>UDL Presenters Site leadership Teachers School district</p> <p>Site leadership Teachers</p>	<p>Professional Development days</p> <p>Release time for targeted staff members to perform UDL walks</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>OCBG</p>	<p>500</p>
Provide all students and teachers access to www.turnitin.com	June 2021	Site Leadership SSC	School-wide access to turnitin.com	5000-5999: Services And Other Operating Expenditures	OCBG	5664
Provide all departments with training on the new district assessment system: Mastery Connect	June 2021	Site Leadership Department Chairs Teachers	Math and ELA departments will use Smarter Balanced interim assessments throughout the year to analyze student progress.	1000-1999: Certificated Personnel Salaries	OCBG	500
NPBS Staff will identify extra resources including IXL and other resources for students for Math and ELA CAASPP review	June 2021	Site leadership Counselors Department Chair	Purchase of or create extra resources for Math and English CAASPP review	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Instruction</p> <p>Instruction</p>	<p>1000</p> <p>2500</p>
NPBS administration will create general education course offerings for Special Education students	June 2022	Site leadership SPED department				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Develop co-teaching classes for Math and English</p> <p>Provide co-teaching classes in Science and History</p> <p>Identify students with disabilities to be placed in co-taught classes (Algebra 1A and 1B/English)</p> <p>Provide Oasis classes for organizational and academic support</p>						
<p>Counselors will meet individually with students that are currently receiving one or more D or F to offer specific intervention opportunities. 12TH-grade students will be the first priority</p> <p>Counselors will notify parents of students that are receiving one or more D or F to discuss intervention and/or remediation options.</p> <p>Credit recovery opportunities for 9-12 grade students to decrease non-grad numbers. (cyber high license)</p> <p>NPHS will make grade changes to P or NP based on AB 104 requirements and parent requests.</p> <p>Counselors and Admin will work with current 12th-grade students to offer reduced credit options for graduation based on current AB</p>	June 2022	Site leadership Counselors Department Chairs Instructional Staff Teachers	<p>Counselor conferences starting with 12 grade students</p> <p>Parent letter sent home to all families for notification</p> <p>Cyber High and OASIS sections created for credit recovery</p>	<p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>OCBG</p> <p>District Funded</p>	<p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
104 guidelines.						
NPHS instructional staff will conduct data meetings with academic department leaders each quarter and each term to evaluate overall information related to academic performance	June 2022	Site leadership Department Chair	Principal will coordinate grade distribution meetings with department chairs and provide data in a shared Google Drive	None Specified	None Specified	
Maintain, support, and develop Tutoring Center programs, homework help, and support. Twilight Coordinators will supply NPHS instructional staff with data related to the progress and use of the Learning Centers by NPHS students. Add extended time for AP/IB teachers to meet with students throughout the year.	June 2021	Learning Center and Student Success Coordinators Counselors	Fund WL learning center Tutoring Center teacher will train and support teachers and student tutors. Tutoring center will be available to students at lunch and after school each day. Provide technology resources for teachers in the tutoring and writing center/program for Measure I program	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	OTRM	6000
NPHS administrative staff will monitor state dashboard results for college and career readiness and develop strategies to increase college readiness numbers.	June 2022	Principal Career Center TOSA	Principal will work with Career Center TOSA	None Specified	None Specified	
Provide a planning period for the Tutoring Center Coordinator	June 2022	Site Leadership	Provide prep period for academy advisor	1000-1999: Certificated Personnel Salaries	General Fund	13000
NPHS Technology Committee will use site technology plan to provide technological resources for all staff members. The school is allotted \$235,000 annually from	June 2022	Tech Committee	Implementation of site Technology Plan through Measure I money and other resources	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the Measure I Bond.						
NPHS will create structured time for departments to collaborate throughout the school year.	June 2022	Site Leadership Department Chairs Teachers	Pilot year of new early release days allowing departments and teachers 30 collaboration days	None Specified	None Specified	
NPHS teachers will create innovative activities, lessons and learning opportunities for all students.	June 2022	Site Leadership Department Chairs Teachers	Mini-grant proposals for teachers	5000-5999: Services And Other Operating Expenditures	OCBG	5000
			Chinese Textbooks	4000-4999: Books And Supplies	OCBG	840.00
				5000-5999: Services And Other Operating Expenditures		
			Museum of Tolerance Virtual Field Trip	5000-5999: Services And Other Operating Expenditures	OCBG	150
			GALE Subscription	5000-5999: Services And Other Operating Expenditures	OCBG	3980.17
			Noodle Tools	5000-5999: Services And Other Operating Expenditures	OCBG	555
			Infobase	5000-5999: Services And Other Operating Expenditures	OCBG	2795.45
			Copiers for staff use	6000-6999: Capital Outlay	OCBG	10583

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselors will schedule targeted students into extended resources/intervention (OASIS/AVID)	June 2022	Site Leadership Department Chairs Teachers Learning Center and Student Success Coordinators	Continue to support innovative programs and resources for the OASIS program Provide guest speakers, activities and off campus opportunities for OASIS students	None Specified	None Specified	
				4000-4999: Books And Supplies	OCBG	500
<p>Create courses that meet the A-G requirements for the UC system. Increase opportunities for students to enroll in the IB and AP programs Creating more dual and concurrent enrollment opportunities for students Identify CTE/ROP pathway opportunities for students.</p> <p>NPHS will work with the school district to get UC approval for Special Education courses.</p> <p>Continue to offer NPHS students access to dual enrollment courses</p> <p>PFA financial support for socio-economically disadvantaged students taking Advanced Placements tests through College Board</p>	June 2022	<p>Site Leadership Teachers Department Chairs Counselors</p> <p>Site Leadership Leadership Team</p> <p>School to Career Coordinator</p> <p>C.T.E. Teachers</p> <p>C.T.E. Advisory committee</p>	Encourage teachers to develop course of study for new courses as well as provide resources necessary for the course	1000-1999: Certificated Personnel Salaries	Instruction	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Review AP potential information for identifying students	None Specified	None Specified	
			Run GPA lists to determine potential students			
			Parent Information Night to explain structure of AP/IB classes for perspective families.			
			IB Information Night.			
			Counseling visits to classrooms			
			Counselor counselor registration presentations and tutorials			
			Survey students about potential interest in Moorpark CC classes.	None Specified	None Specified	
			Create more articulation agreements with junior colleges.			
			Recruitment of teachers that can teach concurrent enrollment classes			
			Offer Dual Enrollment courses during NPHS school day			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide students with off-campus activities from VCOE CTE Programs including Hackathon and other events	5000-5999: Services And Other Operating Expenditures	California Partnership Academies	1500
Introduce book study with members of each department to discuss equitable grading practices	June 2022	Site Leadership Admin	Purchase Grading for Equity by Joe Feldman for department leadership	4000-4999: Books And Supplies	Instruction	500

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student Success Coordinator and Learning Center Coordinator continue to assist in the success of the learning centers. Teacher support for the centers to encourage and reward students to attend has increased.

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

Period allocations have allowed for creative scheduling and the implementation of co-teaching sections.

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

Goals continue to be more specific and strategic with focused areas found under planned improvements for the band of goals identified.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EL and SED

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 2

Create and Implement targeted actions for EL and SED students:

Increase ELAC parent participation by 5% \$(to provide meals at ELAC meetings-Goal (3,4)

Increase percentage of EL students reclassified to fluent English proficient by 3% (currently at 36.9%) (Goals 1, 3)

Increase the number of EL students that meet or exceed the standard in ELA on CAASPP by 3% for the 2021-2022 school year (1,2,3,4)

Increase the number of SED students that qualify as College and Career Ready by 3% (1,2,3,4)

Increase the number of Hispanic students that qualify as College and Career Ready by 3% (1,2,3,4)

Create Newcomer Academy for the school district

Identified Need

The current data indicates that our EL and SED students continue to fall behind in achievement scores. The closer students are to reclassification, or have been reclassified, increases the likelihood of EL students being more successful. SED students have shown some improvement, but there is much room for success available for them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Meeting Sign-In Sheets	Attendance at first ELAC meeting on 9/8/21 Number of Parents attending: 16	ELAC meeting on 9/8/2020 Number of Parents attending: 15 ELAC meeting on 11/9/21 Number of Parents attending: 17 ELAC Meeting on 2/19/22 Number of parents attending the meeting: 19 ELAC meeting on 3/15/22 Number of Parents attending: 18 ELAC meeting on 5/9/22 Number of Parents attending: 23
ELPAC	Number of students reclassified during 2019-20 school year: 3 students were reclassified	Number of students reclassified during 2020-21 school year: 8 students will be reclassified
CAASPP ELA EL	11th Grade 0%	11th Grade 3%
CAASPP Math EL	11th Grade 0%	11th Grade 3%
CAASPP ELA SED	11th Grade 42%	11th Grade 45%16
CAASPP Math SED	11th Grade 16%	11th Grade 19%
Dashboard Results College and Career Readiness SED	2018 Dashboard Results:34.2%	2022 Dashboard Results:37%
Dashboard Results College and Career Readiness Hispanic Students	2018 Dashboard Results:34.6%	2022 Dashboard Results: 37%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain, support and develop AVID program Provide academic monitoring for EL students in the areas of ELA and math.	June 2022	Admin AVID Team School district	Monitor performance of ELD students that are in the AVID program	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide EL teachers the technological resources and basic school supplies to create instructional practices to promote student achievement in EL classes.	June 2022	Tech Committee Site leadership	Make sure all EL teachers have all tech resources for their leveled classrooms	4000-4999: Books And Supplies	Instruction	1500
Provide EL teachers the resources necessary to create innovative academic lessons, activities and learning opportunities.	June 2022	Site Leadership Counselors	EL teacher mini grant proposals	5000-5999: Services And Other Operating Expenditures	OCBG	1500
Provide teachers collaborative time to monitor the academic progress of EL students and share best practices with colleagues on site and at other schools.	June 2022	Site leadership District leadership	Release time for EL teachers to work together to create student activities	1000-1999: Certificated Personnel Salaries	Instruction	1000
Schedule academic, college and career readiness opportunities for EL and SED students.	June 2022	Site Leadership Counseling School to Career Coordinator	Schedule a series of field trips to local colleges and companies in the area	1000-1999: Certificated Personnel Salaries	Unrestricted	1000
Provide parents of EL students with training to monitor their child's academic progress, communicate with school personnel, and locate local community resources. Conduct a needs assessment with parents/guardians to identify the student's level of education and provide support from the school.	June 2022	Site leadership ELD Coordinator Counselors	Coordinated ELAC meetings throughout the year	5000-5999: Services And Other Operating Expenditures	OCBG	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide credit recovery options for EL and SED students as well as additional opportunities through distance learning for students wanting to get ahead</p> <p>Provide tutoring programs for EL students (during the day and after school)</p>	June 2022	Site leadership Counselors	<p>Cyberhigh for EL students along with possible tutors to monitor progress or an EL Learning Center after school</p> <p>Provide tutors and an adult to supervise tutoring sessions</p> <p>Resources and supplies if necessary</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	General Fund	
Provide a bilingual social worker for students in the Newcomer Academy	June 2022	Site leadership	Hire a full-time social worker			
NPBS instructional staff will conduct coordinated meetings throughout the school year with identified staff to monitor the progress of all EL students.	June 2022	Site leadership ELD/SDAIE teachers Counselors	ELD team meetings once a month. Teacher coverage	1000-1999: Certificated Personnel Salaries	Unrestricted	500
NPBS will monitor CAASP scores for ELD students and look at intervention opportunities before 11th grade test	June 2022	Site leadership Counselors Teachers ELD Coordinator	<p>Identify students at each grade level</p> <p>Track academic progress in Math and ELA</p> <p>Identify intervention/remediation programs for students</p>	5000-5999: Services And Other Operating Expenditures	Unrestricted	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research the opportunity to offer EL and Hispanic students courses throughout the school year and during the summer to meet A-G requirements.	June 2022	Site leadership Counselors	Identify possible hybrid/online courses students can take during the summer and provide office hours for a student to meet with a teacher/tutor during the summer			
Review student college readiness data with CEC TOSA from the dashboard informaiton	June 2022	Site leadership Counselors Career Center Advisor	School developed form with criteria to be considered college/career California Dashboard with to TOSA Career Advisor	5800: Professional/Consulting Services And Operating Expenditures	None Specified	
Provide social emotional support and skills (social norms) for EL students on a regular basis as part of newcomer academy program.	June 2022	Site leadership Counselors	Presentations by site staff and outside individuals to model and instruct growth in social skills and targeted communication	None Specified	None Specified	
Provide study skills/AVID hybrid lessons for EL students.	June 2022		Work with AVID teachers to create weekly AVID lessons for EL students	1000-1999: Certificated Personnel Salaries	OCBG	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Formalize invitations from Latinos Unidos Club and other NPHS clubs/organizations to EL students in order to increase EL participation in extracurricular groups on campus.	June 2022		Work with adviser to create a stronger profile for Latino Unidos on school campus and membership Work with activities department and club advisers to encourage groups to expand their membership on to all populations on campus and increase diverse memberships.	4000-4999: Books And Supplies	OCBG	500
Provide students that qualify for Newcomer program structured courses and support.	June 2022		Implement district initiated courses for students qualifying for newcomer program	1000-1999: Certificated Personnel Salaries	District Funded	26000
Conduct SST for students - Identify and possible gaps in learning and achievement. Provide training for teachers to accurately identify students for SST referral.	June 2021		Counselors and site leadership will work with teacher to identify students who are not receiving targeted supports			
PFA financial support for socio-economically disadvantaged students taking Advanced Placements tests through College Board as well as items like a yearbook, dance tickets, etc.	June 2021	Site administration PFA	Continue program to insure all students take AP and IB exams	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1000
Administer native language IPT	June 2022		Work with school counselor and bilingual facilitator to complete diagnostic test for sub coverage			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assist the school district in actively recruiting bilingual wellness counselors, interns, etc.	June 2022		Recruit possible interns and other bilingual counselors for student support	None Specified	None Specified	
<p>Implement a structured plan to invite parents of English Learners to coordinated parent meetings formally.</p> <p>Research the opportunity to provide English classes for parents.</p> <p>Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc.</p> <p>Communicate with parents/stakeholders about upcoming events by sending out monthly newsletters (Weekly Download), updating the school website regularly, and sending out communication on Social Media.</p> <p>Hold 5 ELAC (English Learner Advisory Council) parent meetings, including one ELAC meeting with NP cluster schools to promote communication and to provide information about supports for EL at NPHS.</p>	June 2022	Bilingual Facilitator Parapro Office Staff DELAC REP ELAC Committee Administration Teachers ELD Teacher Advisor Counselor	<p>Make individual phone calls multiple times to formally invite families</p> <p>Targeted invitations sent home and emailed</p> <p>Research possible grants and funding to provide coordinated English program for parents</p> <p>Translations and/or interpreting will be provided at meetings for parents.</p> <p>Five ELAC meetings will be held to communicate with parents. 1 NP Cluster meeting will be held</p>	5000-5999: Services And Other Operating Expenditures	OCBG	1000

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

EL students did not perform well at all on CAASPP state assessments. Implementation of ELPAC led to a decrease in reclassification.

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

NPHS has experienced a major growth in EL newcomers and SIFE students.

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

More focused goal for student success has been identified. Changes can be found in goals and actionable items in goal 2.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Culture and Social-Emotional Learning

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 3

Implement targeted actions that support social-emotional well-being and learning for all students and staff:

Increase the number of students who like coming to school (academics, activities, athletics, or any social connections)---(61%) by 5% (Goals 1,2,3,4)

Provide 4 targeted student and parent/caretaker programs through the school site and the district to increase social and emotional well-being. (Goals 1, 3, 4)

Increase participation in school programs (clubs, interest groups, performing arts, athletics...) by 3% (Goals 1, 3, 4)

Provide 3 structured staff PD opportunities for social-emotional awareness and intervention (Goal 2)

Provide communication to parents/community to promote school focuses (school culture, social-emotional learning, student learning) and school events/programs via the school website, principal newsletter, coffee talks, Twitter, and Instagram during the 2021 - 2022 school year. (Goals 1,2,3,4)

Decrease the number of overall student suspensions by 0.5% through increasing knowledge and available interventions and restorative processes (Goals 1,2,3,4)

Increase the recruitment and retention of GATE students for 21-22 school year

Increase the number of GATE opportunities for students for the 21-22 school year.

Identified Need

The current data indicates that 61% of students like being at school. Based on this data, NPHS needs to continue to focus on Social-Emotional Learning opportunities for students and staff

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey WASC Student Survey	LCAP Student Survey 61% like coming to school in 2020-21 WASC Student Survey: New survey for 2020-21	LCAP Student Survey 68% will like coming to school in 2020-21 WASC Student Survey: 68% will like coming to school in 2020-21
Documentation of parent and student programs	Parent and Student Programs for social-emotional well being in 2022-21: 2 opportunities	Parent and Student Programs for social-emotional well being in 2021-22: 3 opportunities
Documentation of student enrolled in a co-curricular activity	Documentation of student enrolled in a co-curricular activity 2019-20: 900 students	Documentation of student enrolled in a co-curricular activity 2021-22: 975 students
Documentation of structured staff professional development	Documentation of structured staff professional development for 2020-21 year: 1	Documentation of structured staff professional development for 2021-22 year: 2
Documentation of communication with parents	Documentation of communication with parents 2019-20: No baseline as this is a new goal.	Documentation of communication with parents 2020-21: Data obtained from parent viewing of SMORE newsletters.
Dashboard Suspension Report	Number of student suspensions in 2019:20:54	Number of student suspensions in 2021-22: 35

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve Transition Support for Freshmen and transferring students	June 2022	Site leadership Counseling ASG Leadership	Evaluate past practices for Freshmen Orientation and create a team to develop a more effective way of supporting freshmen transition into high school and throughout the year. CADA Conference and other leadership conferences Freshmen Buddies Freshman Orientation School Tours	1000-1999: Certificated Personnel Salaries	ASB	3500
Create more events within the school day that promote school spirit and connectedness	June 2022	ASG Site leadership	Continue to promote and hold lawn chair lunches and other school-wide staff events	4000-4999: Books And Supplies	ASB	1000
			Provide more school-wide student events at lunch	1000-1999: Certificated Personnel Salaries	ASB	2000
			Create more school-wide assemblies focused on specific events and topics	5800: Professional/Consulting Services And Operating Expenditures	ASB	7500
			Staff lunch potlucks	None Specified	None Specified	
			NPHS Student Movie Night	5000-5999: Services And Other Operating Expenditures	ASB	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Replace old outdoor seating	6000-6999: Capital Outlay	ASB	8000
			Add permanent display cases for student information posting	6000-6999: Capital Outlay	ASB	4000
			School rallies throughout the school year			
			Boat Races			
			Grade level bbq	5000-5999: Services And Other Operating Expenditures	ASB	10000
Create more events within the school day that promote school spirit and contentedness	June 2022		Inclusive Schools Week			
			Unified Sports			
			U Matter Week			
			Culture Day			
			Club and interest group sponsored events			
			Unity Day			
			Student tailgates before home football and basketball games.			
			Sparkles, Panther Pals			
Identify how many students are/are not involved in extra-curricular activities.	June 2022	Site leadership ASG Teachers	Audit the amount of students participating in an extra-curricular activity	None Specified	None Specified	
			Survey students who are not identified in an extra-curricular activity.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Increase the amount of club days (one per term)	None Specified	None Specified	
Increase student/parent resources for guidance, counseling, or support.	June 2022	Site leadership PFA Site Council	Explore and promote other parent talk opportunities	5800: Professional/Consulting Services And Operating Expenditures	OCBG	500
			College 101 Presentation	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	250
			Promote the District programs regarding social and emotional well-being (including vaping, bullying, anxiety, and frustration) through school website, counseling department resources, PFA parent talks, BreakThrough Parent programs etc.			
Create wellness workshops for students throughout the year and provide staff continued training on social and emotional well-being for students	June 2022	Site Leadership Site Council Counselors	Wellness workshops for students after school	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1500
			Staff PD to promote social/emotional well-being for students	5800: Professional/Consulting Services And Operating Expenditures	OPGR	1000
			District Wellness Center NPHS Wellness Room			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support and grow of 5-Star program by students and staff	June 2022	Site leadership ASG	Continue to increase the use of the 5 Star app by students and staff to check into events and receive points for attendance and participation in events Use 5-Star to promote events on campus (tennis, concerts, etc.) and add parent involvement Targeted staff members will attend 5 Star conference		ASB	2500
Create student recognition opportunities throughout the school year	June 2022	Site leadership PFA ASG Teachers Classified Faculty Club	Honor Roll BBQ Student of the Month 5 Star rewards Culture Day Birthday celebrations Athlete of the Month Students of Character Teaching with Honors	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Parent-Teacher Association (PTA) General Fund ASB ASB ASB General Fund	10000 1000 5000 1500
Support and enhance future student/parent information nights	June 2021	Site leadership	Panther Preview Night Future Panther Night Principal's Coffee and Tours	4000-4999: Books And Supplies 4000-4999: Books And Supplies	OCBG	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Virtual Workshops & Webinars Principal Coffees			
Evaluate and support all forms of school communication programs for students, parents and staff	June 2022	Site leadership School stakeholders	NPHS Website Weekly Smores (Staff, Parents/Caretakers, & Students) Twitter Instagram CVUSD Snapshots Learn Accounts Blackboard Q Information Update Canvas PFA Facebook Use of Remind app District newsletter communications Summer mailers	None Specified	Instruction	500
Provide for the general safety of all school stakeholders	June 2022	Site leadership	School Safety Plan School Information Updates District information Updates School safety meetings School safety drills motion sensor lights	None Specified None Specified None Specified None Specified None Specified 4000-4999: Books And Supplies	None Specified None Specified None Specified None Specified None Specified OCBG	None Specified None Specified None Specified None Specified None Specified 176.39
Create NPHS surveys for students, staff and parents to conduct a formal needs assessment and for targeted parent groups.	June 2022	Site leadership SSC	Parent survey Staff survey Student survey	None Specified None Specified None Specified	None Specified None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support structured lunchtime program for students that are struggling socially	June 2022	Site leadership Teachers ASG	Lunch Crew	4000-4999: Books And Supplies	OCBG	500
Promote student leadership by encouraging participation from TSG (SWD, EL, SED)	June 2022	Administration Teachers Counselors ASG Advisor	Students from different TSG will be encouraged to participate and assisted with the application process for leadership opportunities in ASG as well as Student, Club, and Interest Group Leadership EL, SPED, GSA, ASG & SDAC for SPSA Student SDAC Reps at Site Council and general meetings with the administration	None Specified	None Specified	
Continue ESports Team	June 2022	Principal	Create a team Hire a coach Conduct team meetings Start as an interest group	5800: Professional/Consulting Services And Operating Expenditures	OCBG	1700
Weekly communication will be sent out to staff regarding school events.	June 2022	Administrators	Weekly updates including upcoming events will be emailed to staff in order to promote connection building opportunities for students.	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Celebrated Days & Months	June 2022	Administration Counselors ASB Advisors PFA	Hispanic Heritage Month Inclusive Schools Week Unity Day National Trans Day Day of Silence Pride Day			
Provide support to students through Teen Center Outreach Worker to work 1:1 and in small groups with students to make connections.	June 2022	Administration Counselors Teen Center Outreach Workers	Teen Center Outreach Worker will mentor individual and small groups of students to promote connections on campus. District Wellness Center NPHS Wellness Room	5000-5999: Services And Other Operating Expenditures		
Provide SEL support to students through use of Mental Health Counseling Interns, wellness counselors and full-time counselors.	June 2022	Administration Counselors Mental Health Interns	Mental Health Counseling Interns will provide social emotional support to students.	None Specified	District Funded	
Using the Technology and Social Media to stay connected	June 2022	Administration Counselors ASB Advisors PFA	Zoom Meetings/Webinars/Workshops Instagram/Twitter Newsletters PTV & Student Videos	5800: Professional/Consulting Services And Operating Expenditures	OCBG	599.88

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer students opportunities to participate in conflict resolutions and restorative processes with ADCO	June 2022	Administration Counselors	Administrators and Counselors will involve students in conflict resolutions and restorative processes to help promote a positive school culture.	None Specified	None Specified	
Hold Club Fair in fall and Spring to introduce students to clubs offered on campus and to allow students the opportunity to create clubs.	June 2022	Administration ASB Advisors Teachers	Annual Club Fair will be held to promote clubs offered on campus to help students make connections.	None Specified	None Specified	
Provide well-being and self-care strategies for staff members	June 2022	Administration	Use staff newsletters and presentations to offer self-care and wellness strategies to staff			
Recognize 12th grade students for academic achievements and effort through Awards Nights in spring.	June 2021	Administration Awards Coordinators Counselors Teachers	Senior Awards Night and Scholarship Night to celebrate 12th grade achievement and scholarship awards from the community and other institutions	None Specified	None Specified	

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

School activities created continue to provide more opportunities for students to connect with the school. 5 Star program has increased staff participation from the previous year. The focus for this year is to continue to promote staff participation at school events as well as increase student participation.

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

Based on student and parent surveys, NPHS is making strong progress towards meeting identified goals and implementing actionable items. ASG continues to help drive the implementation of school wide programs that benefit all students.

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

More focus has been placed on creating a specific number of events/activities for staff and students for overall well-being. Changes can be found under planned improvements in Goal 3.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Students Receiving Special Education Services

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 4

Increase the number of Students Receiving Special Education Services spending 80% or more of their school day in the General Education from 36% to 43 (Goals 1, 2, 3, 4)

Increase the number of Students Receiving Special Education Services meeting A-G requirements by 3% (Goals 1, 2, 3, 4)

Increase the number of Students Receiving Special Education Services that meet or exceed the standard in ELA by 3%. (Goals 1, 2, 3, 4)

Increase the number of Students Receiving Special Education Services that meet or exceed the standard in Math by 3%. (Goals 1, 2, 3, 4)

Increase the number of Students Receiving Special Education Services that participate in College and Career readiness courses, including electives, by 3%. (Goals 1, 2, 3, 4)

Decrease suspension students of Students Receiving Special Education Services by 3% Goals (1, 2, 3, 4)

Increase the number of Students Receiving Special Education Services attending and participating in extracurricular activities (Sparkles, Unified Sports, Lunch Crew, clubs, interest groups, etc.) (Goal 4)

Increase the amount of co-teaching classes offered (Goals 1, 2, & 4)

Identified Need

CAASPP test scores indicate a significant achievement gap for Students Receiving Special Education Services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SIRAS LRE Reports	36% in 2018 - 2019	43% in
CAASPP Math	2018-19 15%	2021 - 2022 18%
CAASPP ELA	2018-19 5%	2021 - 2022 8%
Q Report A-G Completion SWD	2018-19 0%	2021 - 2022 3%
Dashboard College and Career Readiness	15.1% of SWD identified and College and Career Ready in 2018-19	18% of SWD identified and College and Career Ready in 2021 - 2022
Dashboard Student Suspension SWD	SWD suspended in 2019-20: 16 suspensions	SWD suspended in 2021-22: 10 suspensions
Students receiving Special Education Services in co-curricular programs	Students receiving Special Education Services in co-curricular programs: baseline	Students receiving Special Education Services in co-curricular program 150
Coteaching Master Schedule Information	Co-teaching classes 2019-20: 4	Co-teaching sections 2021-22: 6

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Case managers and counselors will provide academic monitoring for SWD.	June 2022	Site leadership SPED Case managers	Timely monitoring of student progress by case managers of students.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
NPHS administration will create general education course offerings for Special Education students	June 2022	Site leadership SPED teachers Teachers Counselors	Academic placement in general education classes	1000-1999: Certificated Personnel Salaries		
Develop co-teaching classes for Math and English			Directed studies model changed to OASIS model with study skills component embedded with general education students.	4000-4999: Books And Supplies	OCBG	500
Provide co-teaching classes in Science and History			Co-teaching periods created	1000-1999: Certificated Personnel Salaries	General Fund	39000
Identify students with disabilities to be placed in co-taught classes (Algebra 1A and 1B/English)			Release time for teachers to plan for co teaching period	1000-1999: Certificated Personnel Salaries	OCBG	750
Provide Oasis classes for organizational and academic support						
Provide staff with information and training related to co-teaching methodology	June 2022	Site leadership Teachers District office	Coordinated training will be provided for teachers related to a co-teaching model with general ed students and sped students	5800: Professional/Consulting Services And Operating Expenditures	General Fund	
Provide SPED teachers the technological resources to create instructional practices to promote student achievement in all classes.	June 2022	Technology committee Site leadership	Continue to provide enough chromebooks for all SPED classes to create a class set in all classes. Measure I funds used as well.	6000-6999: Capital Outlay	Restricted	2000
Provide SPED teachers with collaborative time to meet with academic content departments to create common formative assessments and share best practices.	June 2022	Admin Teachers Leadership	Meeting during Wednesday collaboration days	1000-1999: Certificated Personnel Salaries	Instruction	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Research effective tutoring opportunities for SPED students in the general education setting</p> <p>Monitor the effectiveness of academic supports for Students Receiving Special Education Services</p>	June 2022	Site leadership Learning center coordinators	Provide tutors during directed studies classes	4000-4999: Books And Supplies	Unrestricted	1500
<p>Provide teachers with collaborative time to monitor the academic progress of SWD and share best practices with colleagues on site and at other schools.</p>	June 2022	Site leadership Teachers Department Chairs	<p>Collaboration time dedicated to SPED teachers</p> <p>Department and content area meetings during Wednesday schedule</p>	None Specified	None Specified	
<p>NPHS instructional staff will conduct coordinated meetings throughout the school year with identified staff to monitor the progress of all SWD.</p>	June 2022	Counselors Site leadership	<p>Counseling meetings</p> <p>Monthly SPED team meetings</p> <p>IEP Meetings</p>	<p>None Specified</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>None Specified</p> <p>District Funded</p>	
<p>NPHS will provide specific intervention opportunities for SWD that did not meet or exceed the state standards in Math and ELA based on the CAASPP test based on assessment results</p>	June 2022	Site administration SPED teachers	Targeted SBAC test prep for SPED students	5000-5999: Services And Other Operating Expenditures	OTRM	1500
<p>Provide SPED teachers the resources necessary to create innovative academic lessons, activities and learning opportunities</p>	June 2022	SPED teachers Site leadership	Mini grant proposals for SPED teachers	4000-4999: Books And Supplies	OCBG	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule academic, college readiness and career readiness opportunities for SPED students.	June 2022	Site leadership SPED teachers CTE Coordinator	Organize field trips to local colleges and businesses. DOR presentations, other speakers and visit to Moorpark College.	5800: Professional/Consulting Services And Operating Expenditures	OCBG	750
Provide parents of SWD with training to monitor their child's academic progress, communicate with school personnel and locate community resources.	June 2022	Site Administration SPED Teachers District personnel	Parent education night for families that are transitioning to NPHS as well as Parent information night related to SWD.			
Provide credit recovery options for SWD.	June 2022	Site leadership	use of Cyber High and other credit recovery options	5800: Professional/Consulting Services And Operating Expenditures	General Fund	
Continue to monitor student progress for college readiness through the state dashboard	June 2022	Site leadership District office	Can we create and update a program/document to monitor student progress using the California dashboard as the model for information?			

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

General goals for student test data being held at the same level.

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

SPSA made some changes in identified objectives and actions.

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

Due to the pandemic, we adjusted our SBAC goals and expected metrics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Reacclimating students as they return to in-person learning full time for 2021-22 School Year.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 5

Provide all students that are credit-deficient with an opportunity to remediate classes with a D/F. (Goal 1)

Provide social-emotional and wellness strategies, resources, and support for students and staff (Goal 4)

Provide all students with general academic supports

Provide all students with the learning model that supports positive student outcomes

Implement county and school district health and safety protocols for all staff and students

Develop strategies, programs, and opportunities to expand diversity, equity, and inclusion at NPHS

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learning Center Data	First year of the program	750 student total participation
AP/IB End of year scores	Students currently show 76% pass rate	Increase to 80% pass rate
Student Wellness Survey Data	First Year of the program	Students show gains in individual data reports
Provide targeted learning models for all students	Learning Model Data	Overall student data on cohorts and learning models.
Student Survey Data	New district LCAP Survey Results	Student school satisfaction over 65%
IEP Goals	First Year of Identification of Goals	80% Number of Students meet their IEP Goals
Student Pass Rate in Core Courses	78%	82%
Maintain or Increase EL Reclassification Rate	8%	12%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create Tutoring Centers for Student Support	June 2022	School District Site Administration Teachers	Tutoring support centers created in targeted academic areas			
Create AP/IB Twilight support sessions for students	June 2022	Teachers	AP/IB Teachers will create a calendar for meeting times with AP/IB classes in the afternoon to support students as they prepare for upcoming assessments in the Spring			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer district LCAP survey for students, staff and parents	June 2022	School District Site Administration	Administer surveys and analyze data from the surveys and share with stakeholders			
Provide Necessary Tech Resources for Students and Staff	June 2022	School District Site Administration Tech Committee	Site administration will work with the school district tech services to provide students and staff necessary tech resources for students in all learning models.			
Create learning models for all students at NPBS through in-person learning and alternative learning models provided by the school district	June 2022	School District Site Administration	In-person full time learning Short Term IS Long Term IS			
Provide all students with a Chromebook to use on-site and at home	June 2022	School District Site Administration	1:1 School-wide program with support from the district			
Introduce book study with members of each department to discuss equitable grading practices	June 2022	Site Leadership	Conduct a book study: Grading for Equity by Joe Feldman	4000-4999: Books And Supplies	Instruction	500
Create a new bell schedule for the 22-23 School Year with a new start time	June 2022	Site leadership team	Review current bell schedule and form a committee to evaluate a new bell schedule	4000-4999: Books And Supplies		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$207,293.89

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
OPGR	\$1,000.00
OTRM	\$7,500.00
ASB	\$44,000.00
California Partnership Academies	\$1,500.00
District Funded	\$26,000.00
General Fund	\$54,500.00
Instruction	\$9,500.00
OCBG	\$44,043.89
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$1,000.00
Parent-Teacher Association (PTA)	\$10,250.00
Restricted	\$2,000.00
Restricted	\$2,000.00
Unrestricted	\$6,000.00

Subtotal of state or local funds included for this school: \$207,293.89

Total of federal, state, and/or local funds for this school: \$207,293.89

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
003R	0	0.00
0PGR	18307	17,307.00
0TRM	50343	42,843.00
5EEF	0	0.00
0860	0	0.00
OSEP	0	0.00
TPGR	16143.50	16,143.50
OCBG	61784	17,740.11

Expenditures by Funding Source

Funding Source	Amount
0PGR	1,000.00
0TRM	7,500.00
ASB	44,000.00
California Partnership Academies	1,500.00
District Funded	26,000.00
General Fund	54,500.00
Instruction	9,500.00
OCBG	44,043.89
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
Parent-Teacher Association (PTA)	10,250.00
Restricted	2,000.00
Unrestricted	6,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,500.00
4000-4999: Books And Supplies	10,516.39
5000-5999: Services And Other Operating Expenditures	50,644.62
5800: Professional/Consulting Services And Operating Expenditures	14,549.88
6000-6999: Capital Outlay	24,583.00
None Specified	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	OPGR	1,000.00
1000-1999: Certificated Personnel Salaries	OTRM	6,000.00
5000-5999: Services And Other Operating Expenditures	OTRM	1,500.00
	ASB	7,500.00
1000-1999: Certificated Personnel Salaries	ASB	5,500.00
4000-4999: Books And Supplies	ASB	1,000.00
5000-5999: Services And Other Operating Expenditures	ASB	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	ASB	7,500.00
6000-6999: Capital Outlay	ASB	12,000.00
5000-5999: Services And Other Operating Expenditures	California Partnership Academies	1,500.00
1000-1999: Certificated Personnel Salaries	District Funded	26,000.00
	General Fund	1,500.00
1000-1999: Certificated Personnel Salaries	General Fund	52,000.00
4000-4999: Books And Supplies	General Fund	1,000.00
1000-1999: Certificated Personnel Salaries	Instruction	4,000.00
4000-4999: Books And Supplies	Instruction	2,500.00
5000-5999: Services And Other Operating Expenditures	Instruction	2,500.00

None Specified	Instruction	500.00
1000-1999: Certificated Personnel Salaries	OCBG	2,250.00
4000-4999: Books And Supplies	OCBG	4,516.39
5000-5999: Services And Other Operating Expenditures	OCBG	21,644.62
5800: Professional/Consulting Services And Operating Expenditures	OCBG	5,049.88
6000-6999: Capital Outlay	OCBG	10,583.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	250.00
5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	10,000.00
6000-6999: Capital Outlay	Restricted	2,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,500.00
4000-4999: Books And Supplies	Unrestricted	1,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,067.62
Goal 2	38,000.00
Goal 3	63,726.27
Goal 4	48,000.00
Goal 5	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 4 Other School Staff
- 7 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Stephen Lepire	Principal
Jeremy Reznick	Parent or Community Member
Wendy Goldstein	Parent or Community Member
Subha Tholudur	Parent or Community Member
Debbie McNulty	Parent or Community Member
Scott DeRuyter	Parent or Community Member
Tami Taggart	Parent or Community Member
Jenny Crosby	Parent or Community Member
	Classroom Teacher
Dennis Crystal	Classroom Teacher
Greg Coull	Classroom Teacher
Derek Grimes	Other School Staff
Claudia Ortega	Other School Staff
Edith Cortes	Other School Staff
Sophia DiStefano	Secondary Student
Madeline Mekari	Secondary Student
Shaylee McKeown	Secondary Student
Michael Lindroth	Secondary Student
Kayden Pemberton	Secondary Student
Linda Ekelkamp	Other School Staff

Allison Steltz	Other School Staff
Elise Laina	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	Student Representative
	Other: Access and Support Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/6/19.

Attested:

	Principal, Stephen Lepire on 11/22/19
	SSC Chairperson, Alexandra Kitchell on 11/22/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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