School Year: **2022-23**

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	9/7/22	

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)

X Schoolwide Program
X Comprehensive Support and Improvement
X Targeted Support and Improvement
X 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 providing 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 2022, 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 2021-22 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.

Table of Contents

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).

Twice during the 2021-2022 school year, Newbury Park High School administered a Social Emotional Learning (SEL) Screener survey. The SEL Screener asked students to considered their social emotional needs and supports they felt they had access to at school.

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 the 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 benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English 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 Calfornia (ELPAC) 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, School Site Council, and teachers 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 began 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. Students take assessments all online as part of the system. 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 their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continued to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

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 work days 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, Social Emotional Learning, 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 attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student's current progress toward standards.

From August 14-18, 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, 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 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came 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.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning

series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

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 on-going 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)

Newbury Park Hih School 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 Newbury Park High School'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. Newbury Park High School'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.

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:

4/21/22   Steve Lepire and Wendy Goldstein   Discussed an initial timeline to have SPSA Planning Meeting and initial discussions for the SPSA review
4/26/22 Steve Lepire presented a timeline to review and amend SPSA to the School Site Council

5/3/22 Steve Lepire presented the NPHS Leadership team with a timeline to review and amend SPSA for the 2022-23 School Year
5/11/22   Steve Lepire presented WASC action plan areas for growth to serve as new SPSA general goals which adhere to the school WASC actions plan to the entire staff
5/21/22 Steve Lepire met with SSC President Wendy Goldstein to approve the SSC agenda and discuss the presentation of WASC areas growth as new school goals for upcoming SPSA
6/1/22   Second staff meeting to discuss WASC areas of growth as goals for SPSA and surveyed departments for recommendations for action items.
8/11/22 Steve Lepire met with new SSC Chair Subha Tholudur to discuss the timeline to complete the SPSA review
8/22/22   Steve Lepire presented finalized suggestions for goals for the SPSA aligned with WASC areas of growth
8/23/22   PFA Meeting Final update before SPSA meeting
8/24/22   SSC Meeting: The principal presented a draft to the SSC for review and other edits were made
9/7/22   SPSA Review Meeting

Resource Inequities

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

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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.

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.

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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11		600	526		151	457		148	457		25.2	87
All		600	526		151	457		148	457		25.2	87

* 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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11		2666.	2588.		49.32	25.38		27.03	32.39		14.19	19.26		9.46	22.98
All Grades	N/A	N/A	N/A		49.32	25.38		27.03	32.39		14.19	19.26		9.46	22.98

Conclusions based on this data:

1.

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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11		600	526		140	472		140	472		23.3	90
All		600	526		140	472		140	4725		23.3	90

* 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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 11		2658.	2603.		40.71	22.46		19.29	20.55		17.86	23.52		22.14	33.47
All Grades	N/A	N/A	N/A		40.71	22.46		19.29	20.55		17.86	23.52		22.14	33.47

Conclusions based on this data:

1.

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.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2338	**19.1**	**4.3**	**0.0**
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	101	4.3
Foster Youth	1	0.0
Homeless	29	1.2
Socioeconomically Disadvantaged	447	19.1
Students with Disabilities	242	10.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	1.1
American Indian or Alaska Native	6	0.3
Asian	242	10.4
Filipino	39	1.7
Hispanic	555	23.7
Two or More Races	114	4.9
Native Hawaiian or Pacific Islander	10	0.4
White	1346	57.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
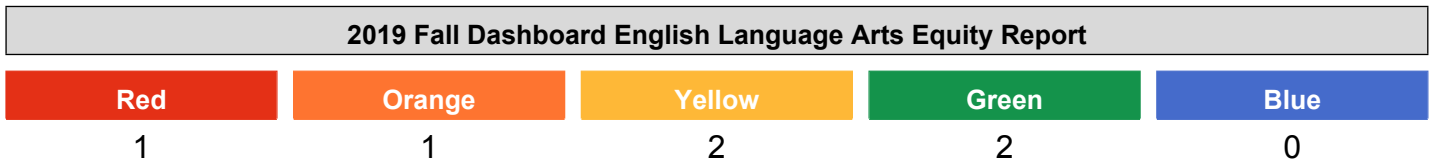
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	2	0

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

All Students	English Learners	Foster Youth
Green	Red	No Performance Color
50 points above standard	119.5 points below standard	0 Students
Increased ++9.9 points	Declined -6.9 points	
562	32	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	30.7 points below standard	76.4 points below standard
	Increased ++11.7 points	Increased ++10.2 points
8	116	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	106.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
5	2	Declined -11.1 points	5
		55	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
10.2 points below standard	61.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	64.5 points above standard
Increased Significantly ++17.1 points	Increased Significantly ++19.4 points	2	Increased ++13.8 points
133	11		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	85.1 points below standard	64.6 points above standard
16	Increased ++3.5 points	Increased ++14.7 points
	16	446

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
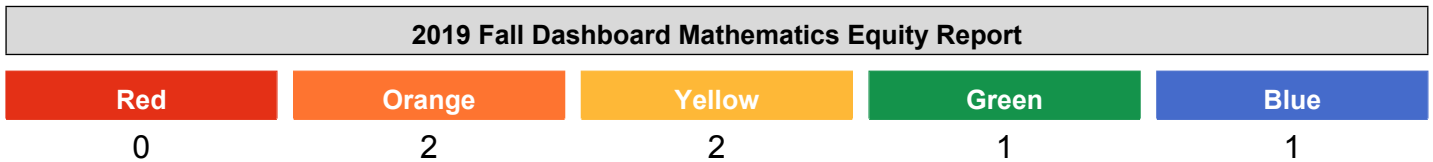
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	1

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	72.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6	2	Declined Significantly -30.4 points	5
		55	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
71.4 points below standard	5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	12.8 points above standard
Increased ++7.4 points	Increased Significantly ++17 points	2	Increased Significantly ++17.5 points
134	11		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	129.6 points below standard	11 points above standard
16	Increased Significantly ++25.4 points	Increased ++8.9 points
	16	447

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45 making progress towards English language proficiency
Number of EL Students: 60
Performance Level: Medium
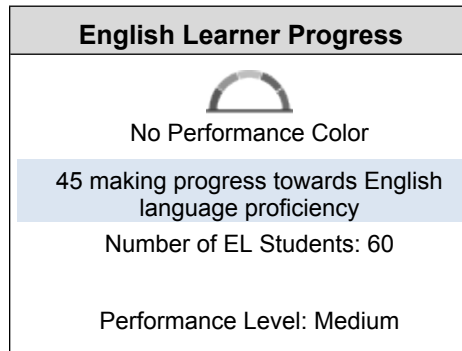
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	611	100
African American	10	1.6
American Indian or Alaska Native	1	0.2
Asian	62	10.1
Filipino	10	1.6
Hispanic	157	25.7
Native Hawaiian or Pacific Islander	2	0.3
White	338	55.3
Two or More Races	31	5.1
English Learners	28	4.6
Socioeconomically Disadvantaged	155	25.4
Students with Disabilities	55	9
Foster Youth	1	0.2
Homeless	12	2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	161	26.4
African American		
American Indian or Alaska Native		
Asian	46	74.2
Filipino		
Hispanic	23	14.8
Native Hawaiian or Pacific Islander		
White	84	24.9
Two or More Races	6	19.4
English Learners	0	0
Socioeconomically Disadvantaged	18	11.8
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	81	13.3
African American		
American Indian or Alaska Native		
Asian	25	40.3
Filipino		
Hispanic	9	5.8
Native Hawaiian or Pacific Islander		
White	44	13
Two or More Races	2	6.5
English Learners	0	0
Socioeconomically Disadvantaged	13	8.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	51	8.3
African American		
American Indian or Alaska Native		
Asian	3	4.8
Filipino		
Hispanic	10	6.4
Native Hawaiian or Pacific Islander		
White	35	10.4
Two or More Races	2	6.5
English Learners	0	0
Socioeconomically Disadvantaged	8	5.2
Students with Disabilities	4	7.3
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	365	59.7
African American		
American Indian or Alaska Native		
Asian	47	75.8
Filipino		
Hispanic	65	41.4
Native Hawaiian or Pacific Islander		
White	218	64.5
Two or More Races	25	80.6
English Learners	2	7.1
Socioeconomically Disadvantaged	53	34.2
Students with Disabilities	10	18.2
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	32	5.2
African American		
American Indian or Alaska Native		
Asian	3	4.8
Filipino		
Hispanic	6	3.8
Native Hawaiian or Pacific Islander		
White	21	6.2
Two or More Races	2	6.5
English Learners	0	0
Socioeconomically Disadvantaged	4	2.6
Students with Disabilities	1	1.8
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	70	11.5
African American		
American Indian or Alaska Native		
Asian	7	11.3
Filipino		
Hispanic	26	16.6
Native Hawaiian or Pacific Islander		
White	31	9.2
Two or More Races	5	16.1
English Learners	0	0
Socioeconomically Disadvantaged	13	8.4
Students with Disabilities	6	10.9
Foster Youth		
Homeless	1	8.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	74	12.1
African American		
American Indian or Alaska Native		
Asian	28	45.2
Filipino		
Hispanic	13	8.3
Native Hawaiian or Pacific Islander		
White	31	9.2
Two or More Races	2	6.5
English Learners	1	3.6
Socioeconomically Disadvantaged	11	7.1
Students with Disabilities	1	1.8
Foster Youth		
Homeless	1	8.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

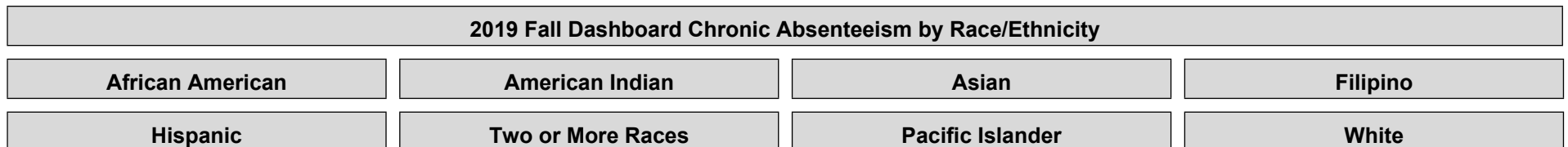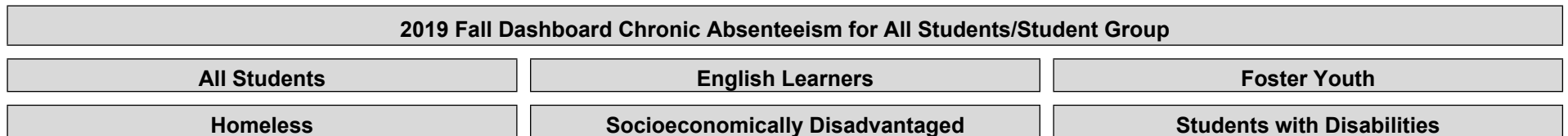The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Highest Performance

Red   Orange   Yellow   Green   Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	611	578	2	94.6
English Learners	28	15	2	53.6
Foster Youth	1		0	
Homeless	12	7	2	58.3
Socioeconomically Disadvantaged	155	137	2	88.4
Students with Disabilities	55	45	0	81.8
African American	10		0	
American Indian or Alaska Native	1		0	
Asian	62	61	0	98.4
Filipino	10		0	
Hispanic	157	140	2	89.2
Native Hawaiian or Pacific Islander	2		0	
White	338	326	0	96.4
Two or More Races	31	30	0	96.8

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
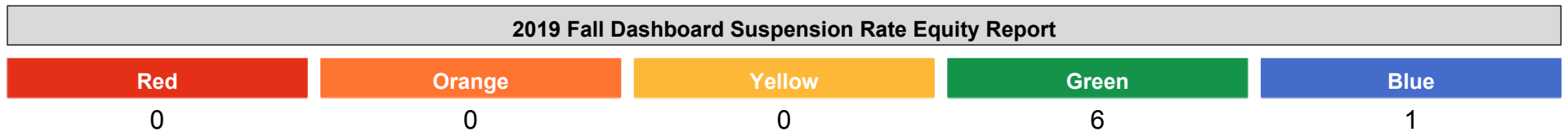
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	6	1

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

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.4	4.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.1	Declined -4.9	3
2499	90	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
7.7	3.7	6
Declined -9.5	Declined -1.9	Declined Significantly -2
39	564	250
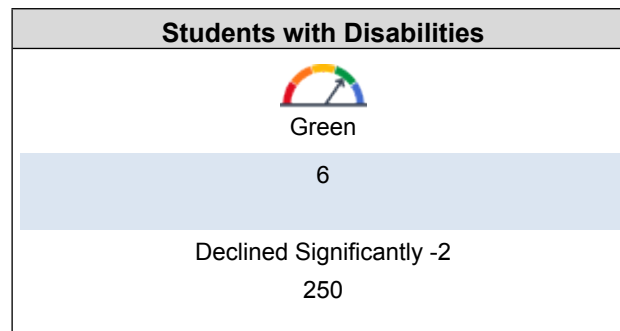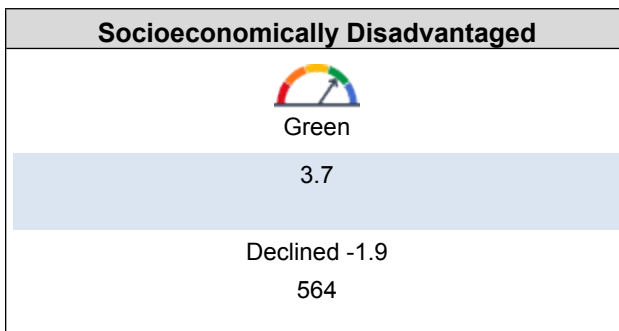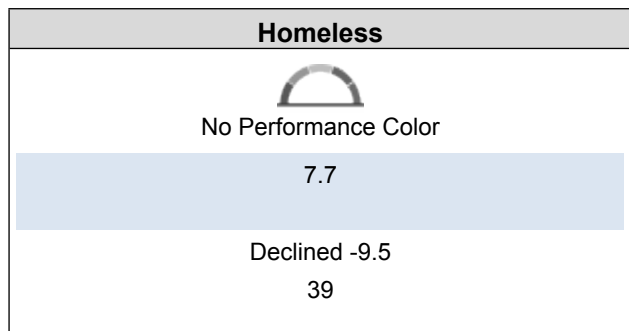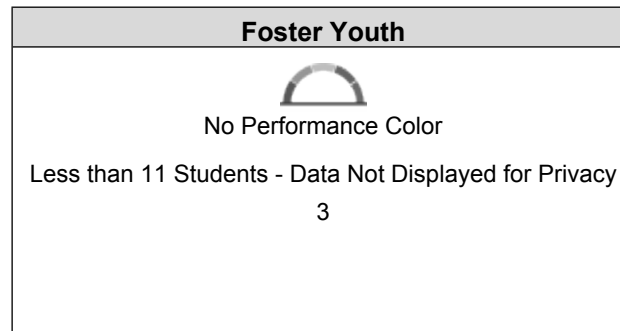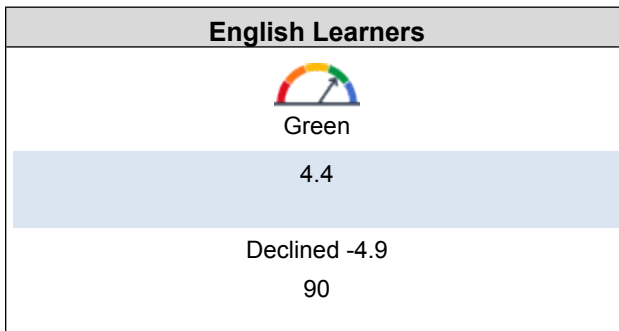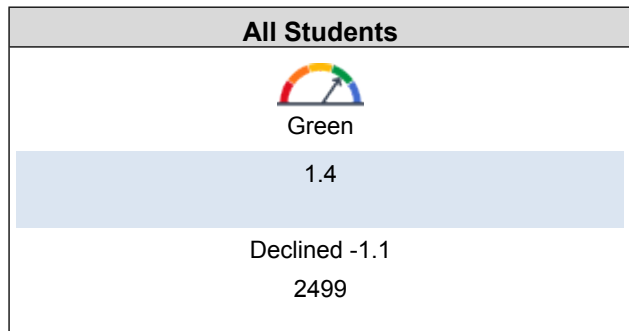
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
3.8	Less than 11 Students - Data Not 9	0.4	0
Increased +0.9		Declined -1.9	Maintained 0
26		251	30

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
2.8	1.3	Less than 11 Students - Data Not 8	1
Declined -1.5	Maintained -0.2		Declined -0.9
605	76		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:

1.

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

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

----

Goal 1

Fully implement the creation and use of summative and formative assessments across all subject areas.

Identified Need

NPHS teachers and departments will work collaboratively to create a more equitable grading and assessment system for students. This is an area of growth identified with WASC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English 2021 - 2022 Scores	ELA CAASPP: 11th Grade:58%	ELA CAASPP: 11th Grade: 65%
CAASPP Math 2021 - 2022 Scores	Math CAASPP: 11th Grade 52%	Math CAASPP: 11th Grade 54%

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
Continue tutoring center for English Learners in order to help them better access instruction	June 2023	Teachers Site Administration	days a week, Monday-Wednesday		0TRM	1500
English department will use CommonLit Assessment Program	June 2023	English Department			0010	3000
Provide all students and teachers access to www.turnitin.com as well as training for teachers on how to properly use.	June 2023	Site Leadership SSC	School-wide access to turnitin.com	5000-5999: Services And Other Operating Expenditures	Other	5664
NPHS Staff will identify extra resources including IXL and other resources for students for Math and ELA CAASPP review	June 2023	Site leadership Counselors Department Chair	Delta Math, IXL, Common Lit	1000-1999: Certificated Personnel Salaries	Instruction	1000
				5000-5999: Services And Other Operating Expenditures	Instruction	2500
NPHS administration will create general education course offerings for Special Education students Develop co-teaching classes for Math and English Provide co-teaching classes in Science and History	June 2023	Site leadership SPED department				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify students with disabilities to be placed in co-taught classes (Algebra 1A and 1B/English) Provide Oasis classes for organizational and academic support						
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 Counselors will notify parents of students that are receiving one or more D or F to discuss intervention and/or remediation options. Credit recovery opportunities for 9-12 grade students to decrease non-grad numbers. (cyber high license).	June 2023	Site leadership Counselors Department Chairs Instructional Staff Teachers	Counselor conferences starting with 12 grade students	None Specified	None Specified	
			Parent letter sent home to all families for notification	5000-5999: Services And Other Operating Expenditures	0010	500
			Cyber High and OASIS sections created for credit recovery	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	35000
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 2023	Learning Center and Student Success Coordinators Counselors	Fund WL learning center	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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	0TRM	10000
NPHS administrative staff will monitor state dashboard results for college and career readiness and develop strategies to increase college readiness numbers.	June 2023	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 2023	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 the Measure I Bond.	June 2023	Tech Committee	Implementation of site Technology Plan through Measure I money and other resources	5000-5999: Services And Other Operating Expenditures	District Funded	
NPHS will regularly meet in order to collaborate		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 2023	Site Leadership Department Chairs Teachers	Mini-grant proposals for teachers	5000-5999: Services And Other Operating Expenditures	0010	15000
					0010	150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			GALE Subscription	5000-5999: Services And Other Operating Expenditures	0010	8203.34
			Noodle Tools	5000-5999: Services And Other Operating Expenditures	0010	580
			Infobase	5000-5999: Services And Other Operating Expenditures	0010	3023.57
			Copiers for staff use	6000-6999: Capital Outlay	0010	4000
Counselors will schedule targeted students into extended resources/intervention (OASIS/AVID) in order to expand the reach of the AVID program.	June 2023	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	AVID	500
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. NPHS will work with the school district to get UC approval for Special Education courses.	June 2023	Site Leadership Teachers Department Chairs Counselors Site Leadership Leadership Team School to Career Coordinator C.T.E. Teachers	Encourage teachers to develop course of study for new courses as well as provide resources necessary for the course	1000-1999: Certificated Personnel Salaries	0010	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer NPHS students access to dual enrollment courses PFA financial support for socio-economically disadvantaged students taking Advanced Placements tests through College Board		C.T.E. Advisory committee	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
Continue book study with members of each department to discuss equitable grading practices	June 2023	Site Leadership Admin	Purchase Grading for Equity by Joe Feldman for department leadership	4000-4999: Books And Supplies	0010	500

Annual Review

SPSA Year Reviewed: 2021-22

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

School-Wide Instructional Strategies

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

Identify and implement school-wide instructional strategies to support all learners.

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. This is an area of growth identified with WASC

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 8/17/22 Number of Parents attending: 15 ELAC meeting on 11/9/22 Number of Parents attending: 17

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		ELAC Meeting on 2/19/23 Number of parents attending the meeting: 19 ELAC meeting on 3/15/23 Number of Parents attending: 18 ELAC meeting on 5/9/23 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
Number of Staff UDL Visits	2021-2022: 0	2022-2023: 10 visits
Number of Admin UDL Visits	2021-2022: 0	2022-2023: 14 visits
Number of Department Chair/Admin Walkthroughs	2021/2022: 0	2022-2023: 10 visits
SIRAS LRE Reports	106 student in 2021 - 2022	120 students in 22-23
Dashboard Student Suspension SWD	SWD suspended in 2021-22: 35 suspensions	SWD suspended in 2022-23: 25 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 2021-2022: 10	Co-teaching sections 2022-2024: 16

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	June 2023	Admin AVID Team School district	2 periods of AVID	None Specified	AVID	35000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide EL teachers with the technological resources and basic school supplies to create instructional practices to promote student achievement in EL classes.	June 2023	Tech Committee Site leadership	Make sure all EL teachers have all tech resources for their leveled classrooms	4000-4999: Books And Supplies	0860	1500
Provide EL teachers the resources necessary to create innovative academic lessons, activities and learning opportunities.	June 2023	Site Leadership Counselors	EL teacher mini grant proposals	5000-5999: Services And Other Operating Expenditures	0860	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 2023	Site leadership District leadership	Release time for EL teachers to work together to create student activities	1000-1999: Certificated Personnel Salaries	0860	2000
Schedule academic, college and career readiness opportunities for EL and SED students. Career Exploration class for all 9th graders	June 2023	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	Other	
Provide parents of EL students with training to monitor their child's academic progress, communicate with school personnel, and locate local community resources.	June 2023	Site leadership ELD Coordinator Counselors	Coordinated ELAC meetings throughout the year	5000-5999: Services And Other Operating Expenditures	0860	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide credit recovery options for EL and SED students as well as additional opportunities through distance learning for students wanting to get ahead	June 2023	Site leadership Counselors	Cyberhigh for EL students along with possible tutors to monitor progress or an EL Learning Center after school	5800: Professional/Consulting Services And Operating Expenditures	General Fund	
					ESSER III - Other Allowable Uses	42000
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. Counselors and school staff will offer school presentations informing students and parents about the A-G requirements. 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.	June 2023	Site Leadership Counselors Identified staff Counselors Site Leadership Counselors Identified staff	Counselors will continue to develop strong relationships with college admission reps	None Specified		
			Face to face time for counselors and admission reps to help students	None Specified		
			Presentations assist in helping parents and students during the college application process. College admission reps lead the presentations	None Specified		
NPHS instructional staff will conduct coordinated meetings throughout the school year with identified staff to monitor the progress of all EL students.	June 2023	Site leadership ELD/SDAIE teachers Counselors	ELD team meetings once a month. Teacher coverage	1000-1999: Certificated Personnel Salaries	0010	500
NPHS will monitor CAASP scores for ELD students and look at intervention opportunities before 11th grade test	June 2023	Site leadership Counselors Teachers ELD Coordinator	Identify students at each grade level Track academic progress in Math and ELA			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Identify intervention/remediation programs for students	5000-5999: Services And Other Operating Expenditures		
Research the opportunity to offer EL and Hispanic students courses throughout the school year and during the summer to meet A-G requirements.	June 2023	Site leadership Counselors	Summer school opportunity for incoming 9th graders to earn credits in PE, Health or World History			
Review student college readiness data with CEC TOSA from the dashboard informaiton	June 2023	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	
UDL Professional Development

Continue to purchase collaborative style desks/Chairs for more classrooms | 08/22/2022, 11/01/2022, and 03/17/2023 | All Staff | UDL Walks//UDL Lesson Plans | | 0010

0010

0TRM | 2000

30000

30000 |
| NPHS will offer extended hours for access to the school library during the school year | June 2023 | Admin | Teachers will cover the library Monday-Wednesday keeping the library open until 4:30 pm | 1000-1999: Certificated Personnel Salaries | 0TRM | 3000 |

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 2023		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	0010	500
Provide students that qualify for Newcomer program structured courses and support.	June 2023	Counselors Site Admin	Implement district initiated courses for students qualifying for newcomer program	1000-1999: Certificated Personnel Salaries	District Funded	26000
NPHS will offer extended learning opportunities for AP/IB students throughout the year in preparation of upcoming exams and presentations	June 2023	Teachers and site Admin	Twilight learning sessions for AP/IB students	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	17500
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 2023	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 2023		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
Implement a structured plan to invite parents of English Learners to coordinated parent meetings formally. Research the opportunity to provide English classes for parents. Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc. 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. 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.	June 2023	Bilingual Facilitator Parapro Office Staff DELAC REP ELAC Committee Administration Teachers ELD Teacher Advisor Counselor	Make individual phone calls multiple times to formally invite families Targeted invitations sent home and emailed Research possible grants and funding to provide coordinated English program for parents Translations and/or interpreting will be provided at meetings for parents. Five ELAC meetings will be held to communicate with parents. 1 NP Cluster meeting will be held	5000-5999: Services And Other Operating Expenditures	0010	1000
Case managers and counselors will provide academic monitoring for SWD.	June 2023	Site leadership SPED Case managers	Timely monitoring of student progress by case managers of students.	None Specified	None Specified	
NPHS administration will create general education course offerings for Special Education students Develop co-teaching classes for Math and English	June 2023	Site leadership SPED teachers Teachers Counselors	Academic placement in general education classes	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide co-teaching classes in Science and History

Identify students with disabilities to be placed in co-taught classes (Algebra 1A and 1B/English)

Provide Oasis classes for organizational and academic support | | | Directed studies model changed to OASIS model with study skills component embedded with general education students. | 4000-4999: Books And Supplies | 0010 | 500 |
			Co-teaching periods created	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	39000
			Release time for teachers to plan for co teaching period	1000-1999: Certificated Personnel Salaries	0010	750
Provide staff with information and training related to co-teaching methodology	June 2023	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		
Provide SPED teachers the technological resources to create instructional practices to promote student achievement in all classes.	June 2023	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		

Annual Review

SPSA Year Reviewed: 2021-22

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.

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.

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

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.

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

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

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

Increase the representation of all student groups in all school programs by identifying and encouraging students to challenge themselves through these opportunities

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. This is an area of growth identified by WASC

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 2022/2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Documentation of parent and student programs	Parent and Student Programs for social-emotional well being in 2021-22: 2 opportunities	Parent and Student Programs for social-emotional well being in 2022/2023: 3 opportunities
Documentation of student enrolled in a co-curricular activity	Documentation of student enrolled in a co-curricular activity 2021/2022: 900 students	Documentation of student enrolled in a co-curricular activity 2022/2023: 975 students
Documentation of structured staff professional development for SEL	Documentation of structured staff professional development for 2021/2022: 2	Documentation of structured staff professional development for 2022/2023: 3
Weekly Teacher SEL Documentation	No Baseline	25 minutes a week
Dashboard Suspension Report	Number of student suspensions in 2021/2022	Number of student suspensions in 2022/2023: 54

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 2023	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create more events within the school day that promote school spirit and connectedness	June 2023	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
			Staff lunch potlucks	None Specified	None Specified	
			NPHS Student Movie Night	5000-5999: Services And Other Operating Expenditures	ASB	500
			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 2023	ASG Site Leadership Student Leaders	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			
			Hispanic Heritage Month			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			African-American History Month			
Identify how many students are/are not involved in extra-curricular activities.	June 2023	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	
			Increase the amount of club days (one per term)	None Specified	None Specified	
Increase student/parent resources for guidance, counseling, or support. Create a new position: College and Career Readiness Counselor	June 2023	Site leadership PFA Site Council	Explore and promote other parent talk opportunities	5800: Professional/Consulting Services And Operating Expenditures	0010	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.			
			CCR Counselor will promote the growth off all students becoming A-G eligible during their tenure at NPHS	1000-1999: Certificated Personnel Salaries		85000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Wellness Center will create wellness workshops for students and counseling group sessions throughout the year and provide staff continued training on social and emotional well-being for students NPHS Counselors will offer Tier 2 counseling support for targeted students basses on SEL screener information and identified student needs.	June 2023	Site Leadership Site Council Counselors	Wellness workshops for students after school	5800: Professional/Consulting Services And Operating Expenditures	Other	5000
			Staff PD to promote social/emotional well-being for students	5800: Professional/Consulting Services And Operating Expenditures	0010	1000
			District Wellness Center NPHS Wellness Room			
			NPHS Counselors will create tier 2 counseling groups for students	4000-4999: Books And Supplies	0010	500
Support and grow of 5-Star program by students and staff	June 2023	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		ASB	2500
			Use 5-Star to promote events on campus (tennis, concerts, etc.) and add parent involvement			
			Targeted staff members will attend 5 Star conference			
Create student recognition opportunities throughout the school year	June 2023	Site leadership PFA ASG Teachers Classified	Honor Roll BBQ	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Faculty Club	Student of the Month	4000-4999: Books And Supplies	ASB	1000
			5 Star rewards		ASB	5000
			Culture Day		ASB	
			Birthday celebrations		ASB	
			Athlete of the Month//Artist of the Month		ASB	1500
			Students of Character			
			Teaching with Honors			
Support and enhance future student/parent information nights	June 2023	Site leadership	Panther Preview Night	4000-4999: Books And Supplies	0010	500
			Future Panther Night	4000-4999: Books And Supplies		
			Principal's Coffee and Tours			
			Virtual Workshops & Webinars Principal Coffees			
Evaluate and support all forms of school communication programs for students, parents and staff	June 2023	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	None Specified	Instruction	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			District newsletter communications Summer mailers			
Provide for the general safety of all school stakeholders, including starting a Safety Committee to better strengthen school safety plan.	June 2023	Site leadership	School Safety Plan	None Specified	None Specified	
			School Information Updates	None Specified	None Specified	
			District information Updates	None Specified	None Specified	
			School safety meetings	None Specified	None Specified	
			School safety drills	None Specified	None Specified	
			motion sensor lights	4000-4999: Books And Supplies	OCBG	176.39
Create NPHS surveys for students, staff and parents to conduct a formal needs assessment and for targeted parent groups.	June 2023	Site leadership SSC	Parent survey	None Specified	None Specified	
			Staff survey	None Specified	None Specified	
			Student survey	None Specified	None Specified	
Support structured lunchtime program for students that are struggling socially	June 2023	Site leadership Teachers ASG	Lunch Crew	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote student leadership by encouraging participation from TSG (SWD, EL, SED)	June 2023	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 2023	Principal	Create a team Hire a coach Conduct team meetings Start as an interest group	5800: Professional/Consulting Services And Operating Expenditures	0TRM	1500
Weekly communication will be sent out to staff regarding school events.	June 2023	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 2023	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 2023	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 2023	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 2023	Administration Counselors ASB Advisors PFA	Zoom Meetings/Webinars/Workshops Instagram/Twitter Newsletters PTV & Student Videos	5800: Professional/Consulting Services And Operating Expenditures	0010	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//restorative processes with ADCO	June 2023	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. Provide financial support for Black Student Union and Latinos Unidos	June 2023	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	
			Support for Black Student Union		0010	1500
			Support for Latinos Unidos		0010	1500
25 minutes per week of social-emotional learning, embedded within the school day for all students to access	June 2023	Administration Teachers Students				
Recognize 12th grade students for academic achievements and effort through Awards Nights in spring.	June 2023	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	0010	500
Provide social emotional support and skills (social norms) for EL students on a regular basis as part of newcomer academy program.	June 2023	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	

Annual Review

SPSA Year Reviewed: 2021-22

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

PLC Teams and Data Analysis

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

Continue to utilize the PLC teams to include the analysis of a variety of data to inform instruction.

Identified Need

PLC teams will use data to inform changes or modifications to instructional practices in order to support all students. This is an area of growth identified with WASC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of formative assessments created by each department for each course	New baseline established for this year	2-3 common formative assessments per course
Assessments created by each department using Mastery Connect	New baseline established for this year	1-2 assessments created using Mastery Connect

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
All departments will continue to implement Solution Tree staff development training strategies during PLC time. All academic departments will develop a minimum of 2 common formative assessments per subject area. All academic departments will develop and use a common collaboration documentation form to record all collaborative department activities including data analysis of common assessments	June 2023	Solution tree company Site leadership Site Leadership Teachers Site Leadership Teachers	Departments will use collaborative to create, edit and administer common assessments. Collaborate document developed and used by each department.	5000-5999: Services And Other Operating Expenditures		
Provide all departments with training on the new district assessment system: Mastery Connect	June 2023	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	0010	1000
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 2023	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	
NPHS will create structured time for departments to collaborate throughout the school year.	June 2023	Site Leadership Department Chairs Teachers	Pilot year of CPT days allowing departments and teachers 30 collaboration days	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue book study with members of each department to discuss equitable grading practices	June 2023	Site Leadership Admin	Purchase Grading for Equity by Joe Feldman for department leadership	4000-4999: Books And Supplies	0010	500
Allow teacher release time to coordinate assessments and essential standards	June 2023	Site Leadership Admin	Allow small groups of teachers to sub out and work in assessment and essential standards	1000-1999: Certificated Personnel Salaries	0010	2500
Purchase materials to assist departments to create formative assessments and develop essential standards	June 2023	Site Leadership Admin	Purchase solution tree materials for departments to create essential learning targets and formative assessments	4000-4999: Books And Supplies	0010	1500
Provide teachers/departments with and structured system to observe colleagues teaching specific lessons that focus on areas 7.2 and 8.3 of UDL Instructional Practices CAST list	June 2023	Site Leadership Admin	Create Pineapple Charts for department use			
Create structured time for teachers to observe colleagues teaching specific lessons that focus on areas 7.2 and 8.3 of UDL Instructional Practices CAST list	June 2023	Site Leadership Admin	Coordinated time for teacher/peer observations	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2000

Annual Review

SPSA Year Reviewed: 2021-22

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.

Professional Learning Communities will have additional time and structure to engage in meaningful reflection and collaboration in order to improve student success.

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

Several NPHS Staff members have been participating in the Grading for Equity book study and are actively trying innovative ideas in order to have better student outcomes.

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.

The goal is meant to organize staff collaboration in order to allow staff the time necessary to make the PLC process more meaningful and purposeful

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 5

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

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	$484,897.18

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 ($)
	$85,000.00
0010	$83,806.79
0860	$5,500.00
0TRM	$46,000.00
ASB	$27,000.00
AVID	$35,500.00
California Partnership Academies	$1,500.00
District Funded	$26,000.00
ESSER III - Learning Loss	$35,000.00
ESSER III - Other Allowable Uses	$100,500.00
General Fund	$13,000.00
General Fund	$13,000.00
Instruction	$4,000.00

OCBG	$176.39
Other	$10,664.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$1,000.00
Parent-Teacher Association (PTA)	$10,250.00

Subtotal of state or local funds included for this school: $484,897.18

Total of federal, state, and/or local funds for this school: $484,897.18

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	18,307.00
0TRM	50343	4,343.00
5EEF	0	0.00
0860	0	-5,500.00
OSEP	0	0.00
TPGR	16143.50	16,143.50
OCBG	61784	61,607.61

Expenditures by Funding Source

Funding Source	Amount
	85,000.00
0010	83,806.79
0860	5,500.00
0TRM	46,000.00
ASB	27,000.00
AVID	35,500.00
California Partnership Academies	1,500.00
District Funded	26,000.00
ESSER III - Learning Loss	35,000.00
ESSER III - Other Allowable Uses	100,500.00
General Fund	13,000.00
Instruction	4,000.00
OCBG	176.39
Other	10,664.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00

Parent-Teacher Association (PTA)	10,250.00

Expenditures by Budget Reference

Budget Reference	Amount
	48,650.00
1000-1999: Certificated Personnel Salaries	245,000.00
4000-4999: Books And Supplies	9,176.39
5000-5999: Services And Other Operating Expenditures	60,470.91
5800: Professional/Consulting Services And Operating Expenditures	9,599.88
6000-6999: Capital Outlay	4,000.00
None Specified	36,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		85,000.00
	0010	33,000.00
	0010	5,150.00
1000-1999: Certificated Personnel Salaries	0010	5,750.00
4000-4999: Books And Supplies	0010	5,000.00
5000-5999: Services And Other Operating Expenditures	0010	28,306.91
5800: Professional/Consulting Services And Operating Expenditures	0010	2,099.88
6000-6999: Capital Outlay	0010	4,000.00
None Specified	0010	500.00
1000-1999: Certificated Personnel Salaries	0860	2,000.00
4000-4999: Books And Supplies	0860	1,500.00
5000-5999: Services And Other Operating Expenditures	0860	2,000.00
	0TRM	30,000.00

	0TRM	1,500.00
1000-1999: Certificated Personnel Salaries	0TRM	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	0TRM	1,500.00
	ASB	9,000.00
1000-1999: Certificated Personnel Salaries	ASB	5,500.00
4000-4999: Books And Supplies	ASB	2,000.00
5000-5999: Services And Other Operating Expenditures	ASB	10,500.00
4000-4999: Books And Supplies	AVID	500.00
None Specified	AVID	35,000.00
5000-5999: Services And Other Operating Expenditures	California Partnership Academies	1,500.00
1000-1999: Certificated Personnel Salaries	District Funded	26,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	35,000.00
	ESSER III - Other Allowable Uses	42,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	58,500.00
1000-1999: Certificated Personnel Salaries	General Fund	13,000.00
1000-1999: Certificated Personnel Salaries	Instruction	1,000.00
5000-5999: Services And Other Operating Expenditures	Instruction	2,500.00
None Specified	Instruction	500.00
4000-4999: Books And Supplies	OCBG	176.39
5000-5999: Services And Other Operating Expenditures	Other	5,664.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00
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

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,620.91
Goal 2	234,250.00
Goal 3	136,526.27
Goal 4	7,500.00

School Site Council Membership and Assurances

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 (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 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
Subha Tholudur	Parent or Community Member
Gisella Stanley	Parent or Community Member
Jenny Crosby	Parent or Community Member
Linda Eckelkamp	Other School Staff
Elizabeth Allen	Parent or Community Member
Tami Taggert	Parent or Community Member
Collette Simpson	Classroom Teacher
Jill Magnante	Classroom Teacher
Derek Grimes	Classroom Teacher
Jenna Cirrillo	Classroom Teacher
Icela Sabory	Other School Staff
Edith Cortes	Other School Staff
Desmond Perez	Other School Staff
Sophia DiStefano	Secondary Student

Lindsey Friedman	Secondary Student
Giovanni Albarez	Secondary Student
	Secondary Student
	Secondary Student
	Other School Staff
	Other School Staff
	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::
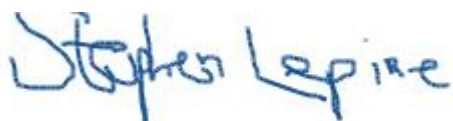
Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: School Site Council Chair

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:

Signature	
	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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019