

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Newbury Park High School	56 737595 633748	9/6/24	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Newbury Park High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
  - Comprehensive Support and Improvement
  - Targeted Support and Improvement
  - Additional Targeted Support and Improvement
- Newbury Park High School provides a well-balanced curriculum for every student. The high school offers an intensive

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Newbury Park High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Newbury Park High School provides a well-balanced curriculum for every student. The high school offers an intensive

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 2023, 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 2022-23 CAASPP data as an important reference, and they will also include the updated, local data from the 2023-24 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.

## Educational Partner Involvement

How, when, and with whom did Newbury Park High 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 and ongoing review and update to the school SPSA plan. The following are meetings and activities that have taken place:

10/24/23: SSC received an update on SPSA with a presentation on CTE Pathways from Nick Guerin

11/28/23: SSC received an update on SPSA with a presentation on Newcomer Academy from Edith Cortes and Celia Ortiz

1/24/24: SSC received an update on SPSA with a presentation from Nikki Sanchez related to Tier 1 lessons for students at NPHS

2/27/24: SSC received an update on SPSA with a first semester grade analysis presentation from Steve Lepire

3/26/24: Steve Lepire discussed a timeline to begin working on SPSA for the 24-25 school year

4/2/24: Steve Lepire shared a google form with NPHS Leadership Team to review current SPSA goals and action items and provide feedback from each department to update SPSA for 24-25 school year

4/7/24: Steve Lepire sent out a google form for all SSC members to fill out after reviewing current SPSA goals to provide feedback related to changes, suggestions and questions to discuss at next SSC meeting

5/28/24: SSC reviewed feedback from team members and departments and provided final thoughts and changes for the SPSA plan.

5/2/23 All NPHS academic departments completed their first-year WASC review where each department provided an update on how they have worked on implementing our current WASC action items areas of growth and what support they need for the upcoming school year. All information has been reviewed and NPHS has created a WASC 3-year review shared drive. Some responses from the department will be added to the new single-school plan.

8/20/24: Plan shared with SSC members for review with a vote to take place to approve the draft on 9/4/24

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

NPHS has identified one area under ATSI: English Learner Suspension Rate

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner Progress - Red  
Suspension Rate - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA - Students with disabilities  
Math - Students with disabilities  
College/Career - English Learners  
College/Career - Students with disabilities

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Newbury Park High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.13%	0.18%	0.24%	3	4	5
African American	0.74%	0.78%	0.91%	17	17	19
Asian	10.32%	10.32%	9.95%	236	226	207
Filipino	1.57%	1.69%	1.73%	36	37	36
Hispanic/Latino	25.84%	28.1%	29.28%	591	615	609
Pacific Islander	0.39%	0.32%	0.43%	9	7	9
White	55.71%	52.63%	51.39%	1,274	1152	1069
Multiple/No Response	5.29%	5.98%	6.06%	121	131	126
<b>Total Enrollment</b>				<b>2,287</b>	<b>2189</b>	<b>2080</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	553	517	463
Grade 10	577	544	513
Grade 11	547	560	539
Grade 12	610	568	565
<b>Total Enrollment</b>	<b>2,287</b>	<b>2,189</b>	<b>2,080</b>

#### Conclusions based on this data:

1. Overall student enrollment continues to drop
2. Freshmen class for 24--25 school year has risen

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	151	181	159	4.3%	6.6%	7.6%
Fluent English Proficient (FEP)	397	374	354	18.0%	17.4%	17.0%
Reclassified Fluent English Proficient (RFEP)				7.9%		

### Conclusions based on this data:

1. NPHS English Learner enrollment continues to stay around 150 students which is around 4% of the student population

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	526	554	539	457	523	476	457	523	476	86.9	94.4	88.3
All Grades	526	554	539	457	523	476	457	523	476	86.9	94.4	88.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2588.	2627.	2620	25.38	36.52	33.6	32.39	33.27	32.3	19.26	15.49	19.7	22.98	14.72	33.6
All Grades	N/A	N/A	N/A	25.38	36.52	33.6	32.39	33.27	32.3	19.26	15.49	19.7	22.98	14.72	33.6

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	28.23	38.05		54.05	51.63		17.72	10.33	
All Grades	28.23	38.05		54.05	51.63		17.72	10.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	25.82	38.24		45.08	44.74		29.10	17.02	
All Grades	25.82	38.24		45.08	44.74		29.10	17.02	



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.72	21.41		71.33	68.45		10.94	10.13	
All Grades	17.72	21.41		71.33	68.45		10.94	10.13	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.57	26.58		61.27	63.86		18.16	9.56	
All Grades	20.57	26.58		61.27	63.86		18.16	9.56	

**Conclusions based on this data:**

- Overall student achievement improved to almost 70%  
Student standard not met dropped by 8%  
Student standard nearly met dropped by 4% with the increase moving to standard met by 4%

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	526	554	539	472	522	475	472	522	475	89.7	94.2	88.1
<b>All Grades</b>	526	554	539	472	522	475	472	522	475	89.7	94.2	88.1

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	2603.	2620.	2612	22.46	23.37	23.2	20.55	26.25	20.4	23.52	21.46	23.6	33.47	28.93	32.8
<b>All Grades</b>	N/A	N/A	N/A	22.46	23.37	23.2	20.55	26.25	20.4	23.52	21.46	23.6	33.47	28.93	32.8

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	27.75	29.12		39.62	42.91		32.63	27.97	
<b>All Grades</b>	27.75	29.12		39.62	42.91		32.63	27.97	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	22.88	26.63		57.84	56.70		19.28	16.67	
<b>All Grades</b>	22.88	26.63		57.84	56.70		19.28	16.67	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.76	23.37		63.77	58.24		15.47	18.39	
All Grades	20.76	23.37		63.77	58.24		15.47	18.39	

**Conclusions based on this data:**

1. Overall student performance to almost 50% standard met  
Students that did not meet standard dropped 5%
2. We have created co-taught courses in Algebra 1A classes to provide support. IXL and Delta Math are used by the teachers in identified classes.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1531.0	1509.9	1508.8	1529.9	1500.3	1497.2	1531.7	1519.2	1519.8	27	42	53
10	1540.0	1512.7	1513.7	1537.0	1498.6	1499.8	1542.4	1526.4	1527.2	23	30	42
11	1488.4	1481.1	1497.4	1474.0	1453.8	1481.0	1502.1	1507.8	1513.5	31	34	31
12	1490.1	1460.0	1462.4	1463.0	1433.3	1433.5	1516.7	1486.3	1490.8	13	48	50
All Grades										94	154	176

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	14.81	7.14	7.55	29.63	23.81	20.75	22.22	40.48	32.08	33.33	28.57	39.62	27	42	53
10	13.04	16.67	9.52	34.78	20.00	30.95	26.09	13.33	33.33	26.09	50.00	26.19	23	30	42
11	3.23	8.82	3.23	19.35	11.76	19.35	25.81	17.65	25.81	51.61	61.76	51.61	31	34	31
12	8.33	6.25	2.00	25.00	12.50	10.00	8.33	10.42	24.00	58.33	70.83	64.00	12	48	50
All Grades	9.68	9.09	5.68	26.88	16.88	19.89	22.58	20.78	28.98	40.86	53.25	45.45	93	154	176

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	37.04	21.43	11.32	25.93	30.95	35.85	18.52	26.19	18.87	18.52	21.43	33.96	27	42	53
10	30.43	20.00	16.67	34.78	23.33	33.33	8.70	20.00	23.81	26.09	36.67	26.19	23	30	42
11	16.13	11.76	6.45	22.58	17.65	32.26	9.68	11.76	16.13	51.61	58.82	45.16	31	34	31
12	16.67	12.50	8.00	25.00	12.50	8.00	0.00	10.42	18.00	58.33	64.58	66.00	12	48	50
All Grades	25.81	16.23	10.80	26.88	20.78	26.70	10.75	16.88	19.32	36.56	46.10	43.18	93	154	176

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.41	2.38	1.89	18.52	9.52	11.32	33.33	42.86	39.62	40.74	45.24	47.17	27	42	53
10	4.35	10.00	7.14	21.74	10.00	0.00	30.43	33.33	52.38	43.48	46.67	40.48	23	30	42
11	0.00	5.88	0.00	9.68	8.82	16.13	22.58	17.65	16.13	67.74	67.65	67.74	31	34	31
12	8.33	2.08	0.00	16.67	2.08	6.00	16.67	22.92	22.00	58.33	72.92	72.00	12	48	50
All Grades	4.30	4.55	2.27	16.13	7.14	7.95	26.88	29.22	33.52	52.69	59.09	56.25	93	154	176

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	3.70	2.38	7.55	74.07	66.67	50.94	22.22	30.95	41.51	27	42	53	
10	13.04	6.67	2.38	52.17	43.33	69.05	34.78	50.00	28.57	23	30	42	
11	0.00	2.94	0.00	38.71	23.53	51.61	61.29	73.53	48.39	31	34	31	
12	8.33	2.08	0.00	33.33	25.00	26.00	58.33	72.92	74.00	12	48	50	
All Grades	5.38	3.25	2.84	51.61	39.61	48.30	43.01	57.14	48.86	93	154	176	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	66.67	52.38	50.94	14.81	26.19	20.75	18.52	21.43	28.30	27	42	53	
10	65.22	53.33	59.52	4.35	13.33	11.90	30.43	33.33	28.57	23	30	42	
11	38.71	35.29	29.03	22.58	11.76	32.26	38.71	52.94	38.71	31	34	31	
12	41.67	22.92	22.00	0.00	14.58	10.00	58.33	62.50	68.00	12	48	50	
All Grades	53.76	39.61	40.91	12.90	16.88	17.61	33.33	43.51	41.48	93	154	176	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	11.11	2.38	5.66	40.74	38.10	37.74	48.15	59.52	56.60	27	42	53	
10	21.74	13.33	9.52	30.43	36.67	40.48	47.83	50.00	50.00	23	30	42	
11	0.00	8.82	0.00	29.03	14.71	29.03	70.97	76.47	70.97	31	34	31	
12	8.33	0.00	2.00	33.33	18.75	20.00	58.33	81.25	78.00	12	48	50	
All Grades	9.68	5.19	4.55	33.33	26.62	31.82	56.99	68.18	63.64	93	154	176	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	3.70	0.00	0.00	70.37	69.05	66.04	25.93	30.95	33.96	27	42	53
<b>10</b>	4.35	0.00	2.38	60.87	56.67	66.67	34.78	43.33	30.95	23	30	42
<b>11</b>	6.45	5.88	0.00	38.71	35.29	45.16	54.84	58.82	54.84	31	34	31
<b>12</b>	16.67	8.33	2.00	25.00	18.75	34.00	58.33	72.92	64.00	12	48	50
<b>All Grades</b>	6.45	3.90	1.14	51.61	43.51	53.41	41.94	52.60	45.45	93	154	176

**Conclusions based on this data:**

1. Across all grades, there has been a noticeable decline in the percentage of students reaching higher proficiency levels (Level 4) over the past few years. Most students are now scoring in the lower proficiency ranges. The decline in scores particularly in the upper grades, may be influenced by the significant rise in Newcomer Academy enrollment, with the majority of these students being in grades 11 and 12.

2. Level 1 dropped 3 1/2%  
 Level 2 increased 8%  
 Level 3 increased 3%  
 Level 4 decreased 4%

The data suggests progress in moving students out of the lowest proficiency level (Level 1), with a significant shift into Level 2. However, the decrease in Level 4 scores indicates that while more students are improving, fewer are reaching the highest level of proficiency, highlighting a need for focused interventions to push students beyond intermediate proficiency into advanced levels.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>2189</b>	<b>19.9</b>	<b>8.3</b>	<b>0.1</b>
Total Number of Students enrolled in Newbury Park High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	181	8.3
Foster Youth	3	0.1
Homeless	38	1.7
Socioeconomically Disadvantaged	436	19.9
Students with Disabilities	258	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	0.8
American Indian	4	0.2
Asian	226	10.3
Filipino	37	1.7
Hispanic	615	28.1
Two or More Races	131	6
Pacific Islander	7	0.3
White	1152	52.6

**Conclusions based on this data:**

1. Overall enrollment continues to drop
2. Most sub-group enrollment stayed in same areas



# School and Student Performance Data

## Overall Performance








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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Red		
<b>College/Career</b>  High		

**Conclusions based on this data:**

1. Only two overall areas were two levels below the standard: Suspension Rate and English Learner Progress

# School and Student Performance Data

## Academic Performance English Language Arts

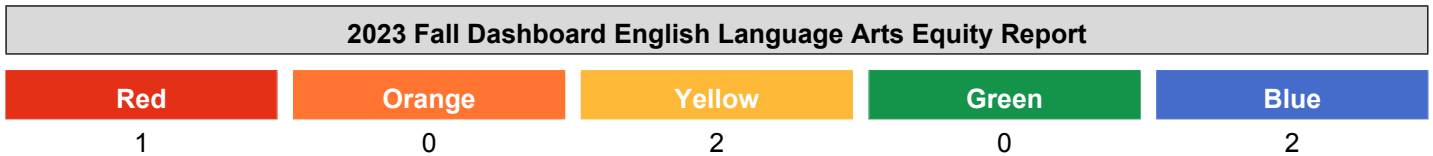
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;"><b>All Students</b></p> <div style="text-align: center;">  Blue         </div> <div style="background-color: #e0f0ff; padding: 5px; text-align: center;">48.3 points above standard</div> <div style="text-align: center;">Increased Significantly +63.7 points</div> <div style="text-align: center; margin-top: 20px;">514 Students</div>	<p style="text-align: center;"><b>English Learners</b></p> <div style="background-color: #e0f0ff; padding: 5px; text-align: center;">119.8 points below standard</div> <div style="text-align: center;">Increased Significantly +37.4 points</div> <div style="text-align: center; margin-top: 20px;">36 Students</div>	<p style="text-align: center;"><b>Foster Youth</b></p> <div style="text-align: center;">Less than 11 Students</div> <div style="text-align: center; margin-top: 20px;">1 Student</div>
<p style="text-align: center;"><b>Homeless</b></p> <div style="text-align: center;">Less than 11 Students</div> <div style="text-align: center; margin-top: 20px;">9 Students</div>	<p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <div style="text-align: center;">  Yellow         </div> <div style="background-color: #e0f0ff; padding: 5px; text-align: center;">26 points below standard</div> <div style="text-align: center;">Increased Significantly +48 points</div> <div style="text-align: center; margin-top: 20px;">94 Students</div>	<p style="text-align: center;"><b>Students with Disabilities</b></p> <div style="text-align: center;">  Red         </div> <div style="background-color: #e0f0ff; padding: 5px; text-align: center;">153.1 points below standard</div> <div style="text-align: center;">Decreased -3.3 points</div> <div style="text-align: center; margin-top: 20px;">60 Students</div>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	Less than 11 Students  1 Student	 Blue 130.5 points above standard Increased Significantly +78.6 points 72 Students	22.4 points below standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.7 points below standard Increased Significantly +51.1 points 123 Students	98.1 points above standard Increased Significantly +117.3 points 33 Students	Less than 11 Students  2 Students	 Blue 47.2 points above standard Increased Significantly +50.9 points 273 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
181.5 points below standard Decreased -11.9 points  24 Students	22.2 points below standard  13 Students	55.9 points above standard Increased Significantly +66.9 points  390 Students

**Conclusions based on this data:**

- Hispanic students increase by 51 points but stayed in the yellow area only 16 points below standard  
SED students increase by 48 points but remained in the yellow area only 26 points below standard  
Students with disabilities decreased by 3.3 points and were in the Red area 153 points below standard
- The following groups showed significant increases: All students, English Learners, Asian, White, 2 or more races, Hispanic and SED

# School and Student Performance Data

## Academic Performance Mathematics

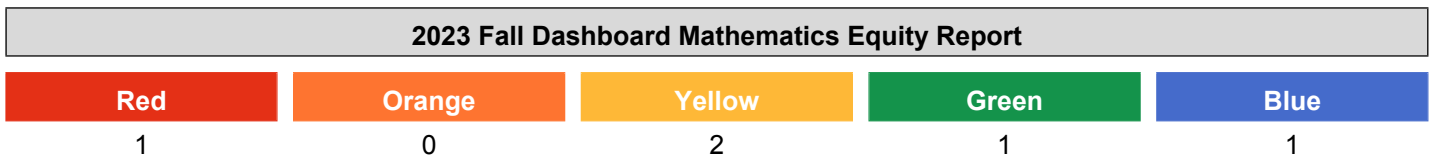
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 5.1 points below standard Increased Significantly +29.1 points 515 Students	<b>English Learners</b> 153.5 points below standard Increased Significantly +56.8 points 37 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 84.3 points below standard Increased Significantly +31 points 94 Students	<b>Students with Disabilities</b>  Red 198.7 points below standard Decreased -3.8 points 60 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	Less than 11 Students  1 Student	 Blue 139.6 points above standard Increased Significantly +42.9 points 72 Students	40.8 points below standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94 points below standard Increased +12.1 points 124 Students	53.6 points above standard Increased Significantly +97.3 points 33 Students	Less than 11 Students  2 Students	 Green 12.5 points below standard Increased Significantly +17.2 points 273 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
213.6 points below standard Increased +8.6 points 25 Students	53 points below standard 13 Students	0.5 points above standard Increased Significantly +30.5 points 390 Students

#### Conclusions based on this data:

1. Hispanic and EL students performed below overall school rates based on dashboard data
2. The following subgroups were identified as increasing significantly: All students, English Learners SED, Asian, 2 or more races and White students
3. Students with disabilities were the only group 2 levels below the overall group.

# School and Student Performance Data

## Academic Performance English Learner Progress

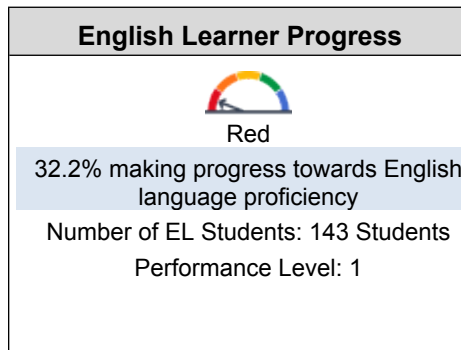
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
25	72	2	44

#### Conclusions based on this data:

1. 32% of all learners either maintained or progressed at least one level.
2. 44 students increased at least one level and 25 students decreased at least one level

# School and Student Performance Data

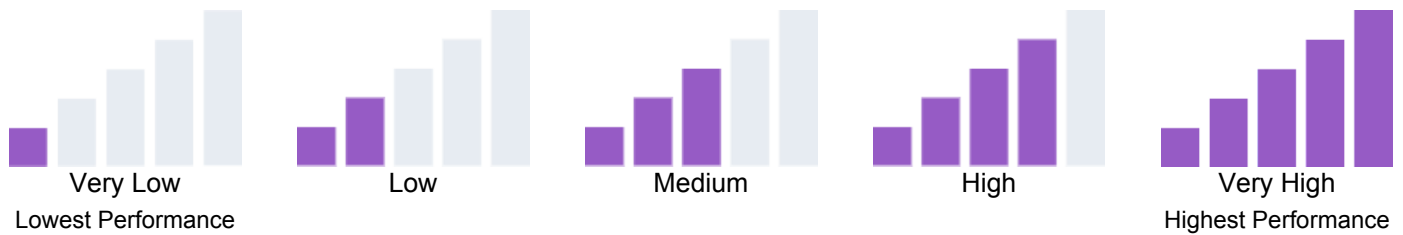
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

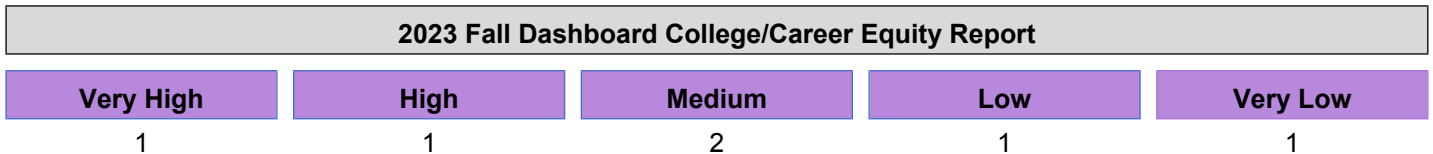
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



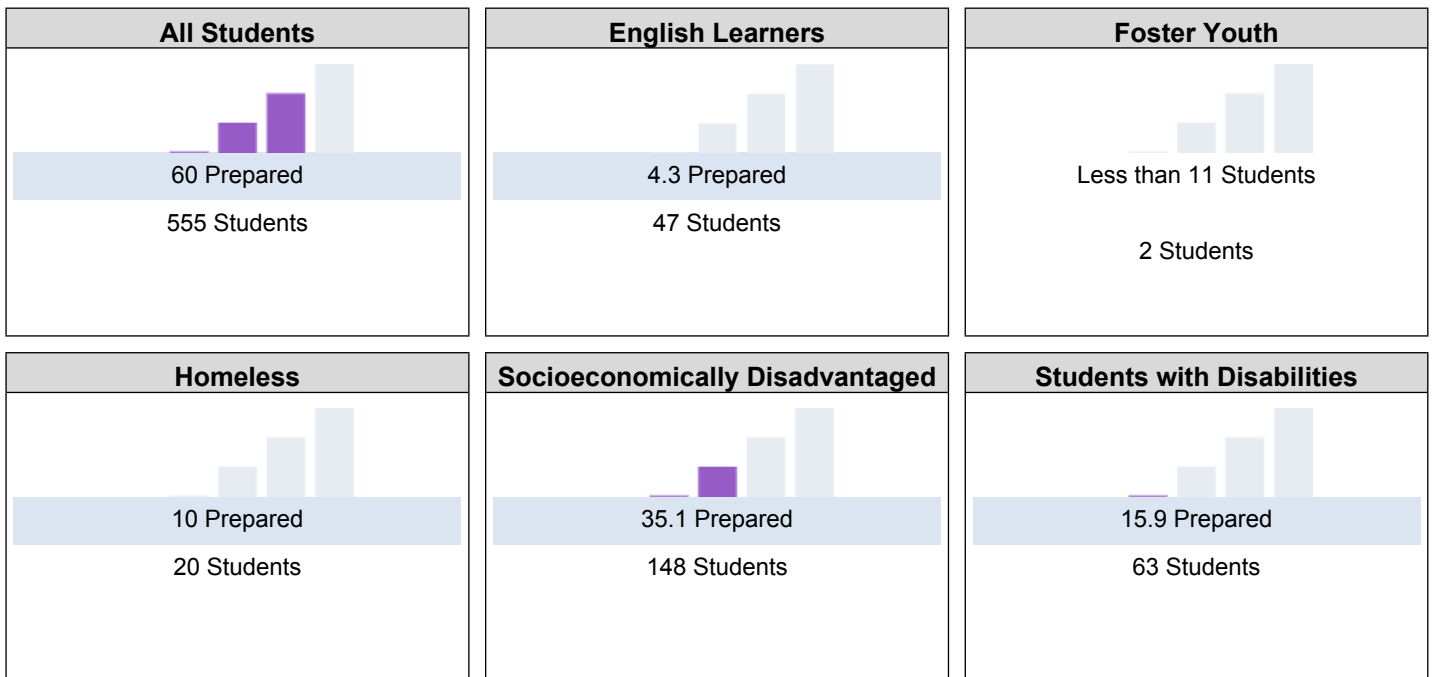
This section provides number of student groups in each level.



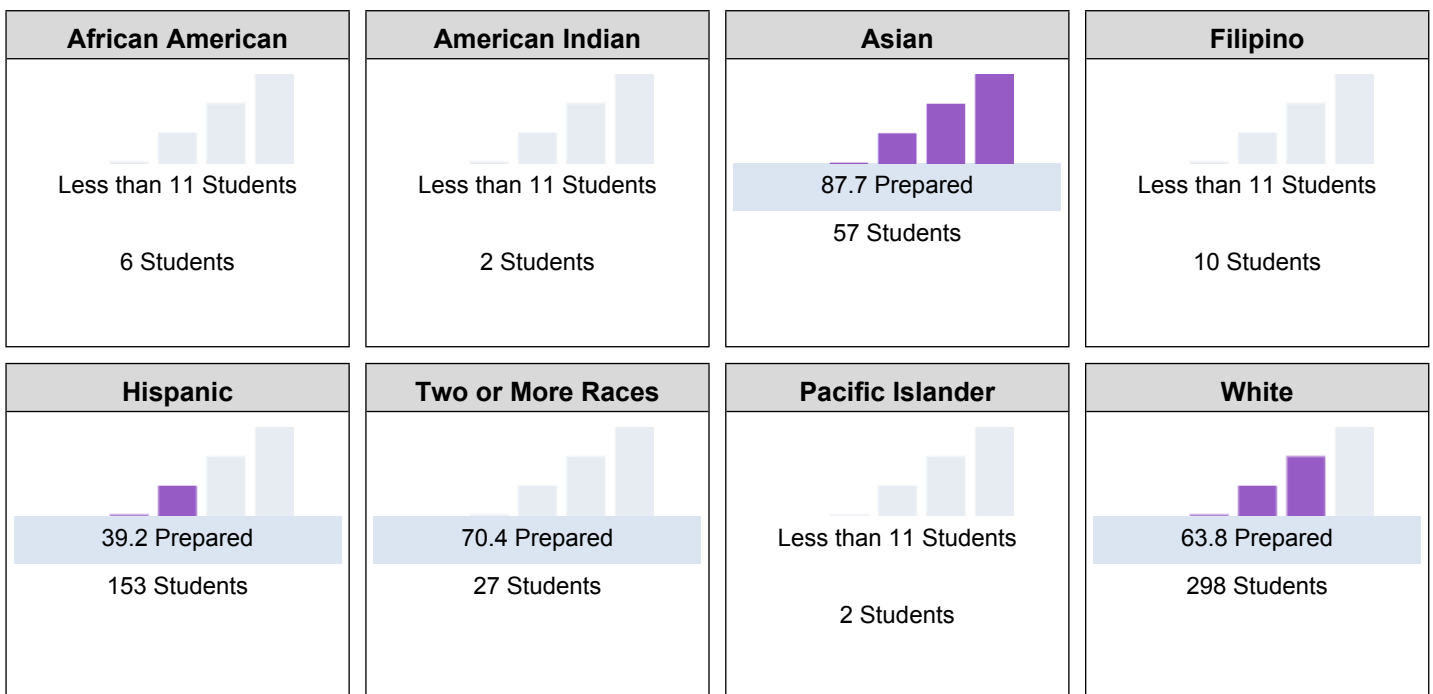
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. Student w disabilities were two levels below overall results at low
2. English Learners were 3 levels below overall results as very low

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr><th>All Students</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>English Learners</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Foster Youth</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
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Foster Youth								
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<table border="1" style="width: 100%; text-align: center;"> <tr><th>Homeless</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Socioeconomically Disadvantaged</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Students with Disabilities</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No data available

# School and Student Performance Data

## Academic Engagement Graduation Rate

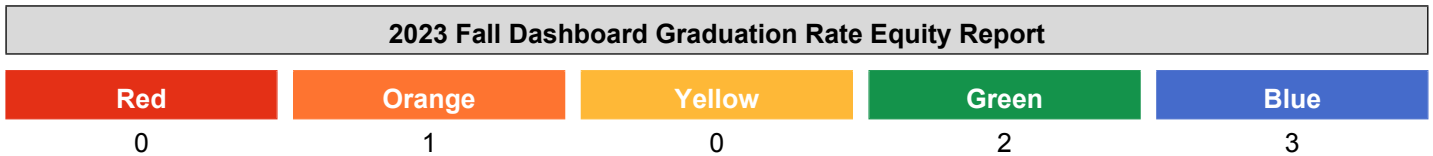
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Blue 96.1% graduated Increased 2 571 Students	<b>English Learners</b>  Green 85.5% graduated Increased Significantly 34.6 62 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 73.1% graduated Increased Significantly 21.2 26 Students	<b>Socioeconomically Disadvantaged</b>  Green 90.7% graduated Increased 4.2 162 Students	<b>Students with Disabilities</b>  Orange 85.9% graduated Decreased Significantly -7.7 64 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">6 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">96.5% graduated</p> <p align="center">Decreased -3.5</p> <p align="center">57 Students</p>	<p>Less than 11 Students</p> <p align="center">10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Blue</p> <p align="center">93.5% graduated</p> <p align="center">Increased Significantly 11.2</p> <p align="center">169 Students</p>	<p align="center">92.6% graduated</p> <p align="center">Decreased Significantly -7.4</p> <p align="center">27 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">97.7% graduated</p> <p align="center">Maintained -0.6</p> <p align="center">298 Students</p>

**Conclusions based on this data:**

1. Graduation rates are high and well above the state average
2. Students with disabilities were two levels below at overall results at Orange

# School and Student Performance Data

## Conditions & Climate Suspension Rate

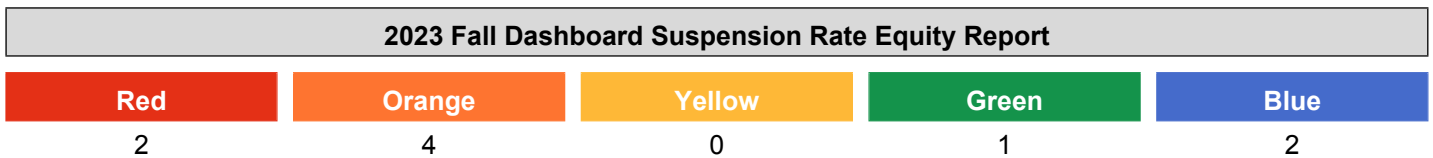
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.3% suspended at least one day</td> </tr> <tr> <td>Increased 0.4 2272 Students</td> </tr> </tbody> </table>	All Students	 Orange	3.3% suspended at least one day	Increased 0.4 2272 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.8% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 5.9 203 Students</td> </tr> </tbody> </table>	English Learners	 Red	12.8% suspended at least one day	Increased Significantly 5.9 203 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 5 Students		
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Homeless														
 Red														
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Students with Disabilities														
 Orange														
10% suspended at least one day														
Increased 2.7 289 Students														

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p>5.3% suspended at least one day</p> <p>Declined -11.4 19 Students</p>	<p align="center"><b>American Indian</b></p> <p>Less than 11 Students 4 Students</p>	<p align="center"><b>Asian</b></p> <p align="center"> Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0 230 Students</p>	<p align="center"><b>Filipino</b></p> <p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -5.6 39 Students</p>
<p align="center"><b>Hispanic</b></p> <p align="center"> Orange</p> <p>7.6% suspended at least one day</p> <p>Increased 0.8 659 Students</p>	<p align="center"><b>Two or More Races</b></p> <p align="center"> Green</p> <p>1.5% suspended at least one day</p> <p>Maintained -0.1 132 Students</p>	<p align="center"><b>Pacific Islander</b></p> <p>Less than 11 Students 9 Students</p>	<p align="center"><b>White</b></p> <p align="center"> Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 0.6 1180 Students</p>

**Conclusions based on this data:**

- Two student subgroups in the red which is one level below overall results: English Learners and Homeless
- Two groups in orange related to Ethnicity: White and Hispanic, 2 student groups in orange: All students, SED, and SWD

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Positive Student Outcomes: Academic Growth

Fully implement the creation and use of summative and formative assessments across all subject areas.  
Implement and evaluate consistent equitable grading practices in all subject areas

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English 2024 - 2025 Scores	23-24 ELA CAASPP: 11th Grade:66%	24-25 ELA CAASPP: 11th Grade: 70%
ELA Dashboard Information for SED	23-24: Yellow	24-25: Green
ELA Dashboard Information for SWD	23-24:Red	24-25: Orange
ELA Dashboard Information for Hispanic Students	23-24: Yellow	24-25: Green
CAASPP Math 2024 - 2025 Scores	23-24 Math CAASPP: 11th Grade 44%	24-25 Math CAASPP: 11th Grade 48%
Math Dashboard Information for SWD	23-24: Red	24-25: Orange



Provide clear and consistent grading practices for all students	3 Data meetings with department chairs	Complete 3 data meetings with each department chair
Graduation Dashboard Information for SWD	23-24: Orange	24-25: Yellow
College and Career Readiness Dashboard Information for SWD	23-24: Low	24-25: Medium
College and Career Readiness Dashboard Information for MLL	23-24: Very Low	24-25: Low
Math Dashboard Information for McKinney/Vento Students	CVUSD 23-24 45%	CVUSD 24-25 48%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue tutoring center for English Learners in order to help them better access instruction in room F4	MLL	1000 0010 1000-1999: Certificated Personnel Salaries Add a third day of tutoring plus Thursday office hours
1.2	English department will use CommonLit Assessment Program, Padlet and No Red Ink Programs for student assessment and intervention	All students	12,390 OTRM 5000-5999: Services And Other Operating Expenditures  1000 0010 5000-5999: Services And Other Operating Expenditures
1.3	Support student research and information development skills by purchasing technology based research information databases including: Infobase Learning, Cengage Learning and Noodle Tools	All students	12541.76 OTRM 5000-5999: Services And Other Operating Expenditures Students will have access to three different research/information programs 605 Other 5000-5999: Services And Other Operating Expenditures
1.4	Provide all students and teachers access to www.turnitin.com as well as training for teachers on how to properly use.	All students	28378.85 Other 5000-5999: Services And Other Operating Expenditures School-wide access to turnitin.com
1.5	NPBS will purchase Edupuzzle for staff members	All students	3360 0010 5000-5999: Services And Other Operating Expenditures Edupuzzle

1.6	<p>NPHS Staff will identify extra resources including IXL and other resources for student skill base and Delta Math</p>	<p>Targeted Math classes including Algebra Readiness, 1A, 1B, 1CP, Geometry CP, Algebra 2 CP</p>	<p>26,250 Other 1000-1999: Certificated Personnel Salaries IXL 770 Other 5000-5999: Services And Other Operating Expenditures Delta Math</p>
1.7	<p>NPHS administration will create general education course offerings for students in Special Education program</p> <p>Develop co-teaching classes for Math and English</p> <p>Provide co-teaching classes in Science and History</p> <p>Identify specific general education classes with a Special Education teacher using a push in model</p> <p>Identify students with disabilities to be placed in co-taught classes (Algebra 1A and 1B/English)</p> <p>Provide Directed or Direct classes for organizational and academic support</p>	<p>SWD and Students in general education classes</p>	
1.8	<p>Counselors will meet individually with students that are currently receiving one or more D or F to offer specific intervention opportunities. 12TH-grade students will be the first priority</p> <p>Counselors will notify parents of students that are receiving one or more D or F to discuss intervention and/or remediation options.</p> <p>Letters to all families mailed home as a second notification of D or F in a class.</p> <p>Credit recovery opportunities for 12th grade students to decrease non-grad numbers. (cyber high license).</p>	<p>Targeted Students</p>	<p>None Specified None Specified Counselor conferences starting with 12 grade students 500 0010 5000-5999: Services And Other Operating Expenditures Parent letter sent home to all families for notification</p>
1.9	<p>Maintain, support, and develop Tutoring Center programs, homework help, and support. before school, during lunch and after school.</p> <p>Tutoring center Coordinators will supply NPHS instructional staff with data related to the progress and use of the Learning Centers by NPHS students at the end of each semester.</p>	<p>All students</p>	<p>22911.24 OTRM 1000-1999: Certificated Personnel Salaries Fund WL learning center</p>
1.10	<p>NPHS administrative staff will monitor state dashboard results for college and career readiness and develop strategies to increase college readiness numbers.</p>		<p>None Specified None Specified Principal will work with Career Center TOSA</p>

1.11	Increase Ethnic Studies sections in the master schedule	9th grade students and other students interested in taking the course	School site will add enough ES sections to have at least 200 students take the course this year
1.12	NPHS staff will regularly meet in order to collaborate through the school year	All students	None Specified None Specified Department will use Friday after school meetings and other department meetings to collaborate throughout the school year.
1.13	NPHS teachers will create innovative activities, lessons and learning opportunities for all students.	All students	3000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Mini-grant proposals for teachers
1.14	Counselors will schedule targeted students into new AVID program starting with 9th grade students with an emphasis of starting a 4-year dual enrollment program for all students in AVID	Targeted AVID Students	14000 AVID 1000-1999: Certificated Personnel Salaries
1.15	Counselors will schedule targeted students into extended resources/intervention such as direct studies for all students that are identified for the class	Targeted students	None Specified None Specified  500 AVID 4000-4999: Books And Supplies
1.16	<p>Create courses that meet the A-G requirements for the UC system. Increase opportunities for students to enroll in the IB and AP programs</p> <p>Creating more dual and concurrent enrollment opportunities for students Identify CTE/ROP pathway opportunities for students.</p> <p>Continue to offer NPHS students access to dual enrollment courses</p> <p>PTSA financial support for socio-economically disadvantaged students taking Advanced Placements tests through College Board</p>	All students	<p>1000 0010 1000-1999: Certificated Personnel Salaries Encourage teachers to develop course of study for new courses as well as provide resources necessary for the course</p> <p>None Specified None Specified Review AP potential information for identifying students from PSAT</p> <p>Run GPA lists to determine potential students</p> <p>Parent Information Night to explain structure of AP/IB</p>

			<p>classes for perspective families.</p> <p>IB Information Night.</p> <p>Counseling visits to classrooms</p> <p>Counselor registration presentations and tutorials</p> <p>None Specified None Specified Survey students about potential interest in Moorpark CC classes.</p> <p>Create more articulation agreements with junior colleges.</p> <p>Recruitment of teachers that can teach concurrent enrollment classes</p> <p>Offer Dual Enrollment courses during NPHS school day</p> <p>1500 California Partnership Academies 5000-5999: Services And Other Operating Expenditures Provide students with off-campus activities from VCOE CTE Programs including Hackathon and other events</p>
1.17	<p>Continue to inform and engage all students to use CCGI for college and career readiness education and support</p> <p>Send general information out to students and families about the use of CCGI through school newsletter</p>	All students	<p>Specific messaging will be sent out to students and parents about CCGI</p> <p>Training videos created for students and parents</p> <p>Counselors will be meeting with all seniors in classrooms about CCGI</p>
1.18	Provide Newcomer Academy Team with designated training on ELD standards, student engagement and ELD progress monitoring	Newcomer Students	2500 0010

	<p>Verify that both Designated and Integrated ELD are taking place schoolwide</p> <p>Ensure that content aligns with grade-level outcomes while utilizing the ELD standards</p> <p>Access to grade-level peers/models and exemplars</p> <p>Provide opportunities throughout the year to familiarize students with ELPAC released test questions</p>		5800: Professional/Consulting Services And Operating Expenditures
1.19	<p>Newcomer Academy, site leadership and counseling team will provide support to all EL students by:</p> <p>Transcript Reviews in the fall and spring</p> <p>Academic placement in approved high school courses</p> <p>Provide get ahead and credit remediation opportunities</p> <p>Identify students that qualify for credit reduction for graduation</p>	Newcomer Students	<p>1000</p> <p>0010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Transcript Reviews in the fall and spring</p> <p>Academic placement in approved high school courses</p> <p>Provide get ahead and credit remediation opportunities</p> <p>Identify students that qualify for credit reduction for graduation</p>
1.20	Purchase Gizmos for Science Department	Students in Science Classes	<p>21701.69</p> <p>Other</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Gizmos</p>
1.21	Purchase the following programs for identified programs and classes: Adobe, Code HS, Conjuguemos	Students taking identified classes	<p>2500</p> <p>OTRM</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Adobe - Photography classes</p> <p>75</p> <p>Other</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Conjuguemos WL Budget</p> <p>2950</p> <p>Other</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>DATA - Code HS</p>
1.22	<p>New programs, support and activities for VPA classes, students and staff including the following</p> <p>Summer workshops from dance, drama, and photo</p> <p>Historically there have never been funds allocated at the district level to support the instructional needs of VPA programs outside of band coaching and choir accompanists. We would like to fund some help for those areas that have not had the benefit of this support to include strings, theater, dance, digital video production, and dark room photo.</p> <p>Theater - \$30k/year for instructional support with tech theater to include help with theater management as well as overseeing the</p>	All students	<p>80000</p> <p>0P28 - Proposition 28</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>0P28 - Proposition 28</p> <p>2000-2999: Classified Personnel Salaries</p> <p>0P28 - Proposition 28</p> <p>6000-6999: Capital Outlay</p>

	<p>development of our students in the specific technical areas of sound, lighting, and stagecraft. Not only will these Academic Specialists be working in the classroom, supporting Marilyn, but they could also help oversee/manage students to gain real world experience assisting with the AV needs for various school functions including our concerts and shows. The development of the tech theater students requires hands on experience under the guidance of a trained technician and we cannot reasonably expect Marilyn to be at every show. This would be a huge benefit for us as a campus to have reliable tech in that space not just for concerts, but also counseling talks, PFA events, etc.</p> <p>Strings and Dance – \$20K/year (each) Instructional Assistants for these programs have been almost entirely parent funded up to this point. This would provide both of those programs a reliable base of funding so the ability of the students to benefit from coaching is secure and families can experience a lighter load in terms of the cost of entry.</p> <p>Digital Media - \$5k/year No additional funding has ever been provided for the Digital Media program.</p> <p>Photo - \$5k/year for instructional support to help with darkroom photo. It's just very difficult to provide hands on assistance in the classroom and also be in the darkroom helping students process film at the same time.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Much progress has been made by staff and departments to address goals by implementing many of the strategies listed from previous year that we want to continue for the 24-25 year

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

Budget expenditures supported the implementation of targeted strategies. Increasing costs of teacher salaries for programs such as the tutoring center led us to reduce the number of days we were offering the tutoring center.

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 overall goals in the SPSA will remain the same this year as they are WASC action item goals. We have a three year progress update scheduled for this Spring

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School-Wide Instructional Strategies

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The current data indicates that our EL, SWD 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Meeting Sign-In Sheets	Total attendance at ELAC meetings 2023-24 130 parents	Total attendance at 24-25 ELAC meetings: 150
ELPAC	Number of students reclassified during 2023-24 school year: 77 students were reclassified	Number of students reclassified during 2024-25 school year: 75 students will be reclassified
Number of Admin UDL Visits	2023-2024: 1 per department	2024-2025: 2 per department
English Proficiency Dashboard Information:	23-24: Red	23-24: Orange
Admin/DC UDL Walkthroughs	2023/2024: 0	2024-2025: 5 visits
SIRAS LRE Reports	2023/24 Percentage of time in General Ed Classes that are 80% or more: 41%	2023/24 Percentage of time in General Ed Classes that are 80% or more: 44%



SIRAS LRE Reports	LRE percentage 2023 - 2024:70.8% (Average LRE for all students is 69.6%)	LRE percentage 2024 - 2025: 73%
Students receiving Special Education Services in co-curricular programs	23-24 Students receiving Special Education Services in co-curricular programs: 140	24-25 Students receiving Special Education Services in co-curricular program 165
Coteaching Master Schedule Information	Co-teaching classes 2023-2024: 13	Co-teaching sections 2024-2025: 11

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Maintain, support and develop AVID program. Build a new cohort of students that will start freshmen year with dual enrollment classes and continue through their four years in the program	MLL	35000 AVID None Specified 2 periods of AVID
2.2	Provide MLL teachers with the technological resources and basic school supplies to create instructional practices to promote student achievement in EL classes.	MLL	1500 0010 4000-4999: Books And Supplies Make sure all EL teachers have all tech resources for their leveled classrooms
2.3	Provide EL teachers the resources necessary to create innovative academic lessons, activities and learning opportunities.	MLL	1500 0010 5000-5999: Services And Other Operating Expenditures EL teacher mini grant proposals
2.4	Provide teachers collaborative time to monitor the academic progress of EL students and share best practices with colleagues on site and at other schools.	MLL	2000 0010 1000-1999: Certificated Personnel Salaries Release time for EL teachers to work together to create student activities
2.5	Schedule academic, college and career readiness opportunities for EL and SED students.  Career Exploration class for all 9th graders	MLL and SED Students	Other 1000-1999: Certificated Personnel Salaries Schedule a series of field trips to local colleges and companies in the area
2.6	Provide parents of EL students with training to monitor their child's academic progress, communicate with school personnel, and locate local community resources.	MLL	500 0010 5000-5999: Services And Other Operating Expenditures Coordinated ELAC meetings throughout the year
2.7	Provide credit recovery options for EL and SED students as well as additional opportunities through distance learning for students wanting to get ahead including summer school and 7th period classes.	MLL and SED Students	General Fund



	Research the opportunity to offer EL and Hispanic students courses throughout the school year and during the summer to meet A-G requirements.		5800: Professional/Consulting Services And Operating Expenditures Cyberhigh for EL students along with possible tutors to monitor progress or an EL Learning Center after school 42000 Other
2.8	<p>Counselors will meet with all students individually each year to develop, review and adjust academic plan aligned to assist students to meet the A-G requirements.</p> <p>Counselors and school staff will offer school presentations informing students and parents about the A-G requirements.</p> <p>Counselors will review all students' transcripts of transfer students to ensure that all course titles are aligned with Newbury Park High School A-G course titles.</p>	All Students	<p>None Specified Counselors will continue to develop strong relationships with college admission reps</p> <p>None Specified Face to face time for counselors and admission reps to help students</p> <p>None Specified Presentations assist in helping parents and students during the college application process. College admission reps lead the presentations</p>
2.9	NPHS instructional staff will conduct coordinated meetings throughout the school year with identified staff to monitor the progress of all EL students.	MLL	500 0010 1000-1999: Certificated Personnel Salaries ELD team meetings once a month. Teacher coverage
2.10	NPHS will offer extended hours for access to the school library during the school year	All Students	3000 Other 1000-1999: Certificated Personnel Salaries Teachers will cover the library Monday-Wednesday keeping the library open until 4:30 pm
2.11	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.	MLL	500  4000-4999: Books And Supplies 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.

2.12	PTSA financial support for socio-economically disadvantaged students taking Advanced Placements tests through College Board as well as items like a yearbook, dance tickets, etc.	All students	1000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures Continue program to insure all students take AP and IB exams
2.13	Administer native language IPT	MLL	Work with school counselor and bilingual facilitator to complete diagnostic test for sub coverage
2.14	<p>All NPHS teachers participating in the co-teaching model will be provided training throughout the year by the school district</p> <p>Coordinate a co-teaching survey for all parents to receive feedback and update this school year.</p> <p>Monitor student academic performance in all co-teaching classes</p> <p>Provide school site leadership access to a disability tool kit developed by SEDAC</p>	SWD and Students in general education classes	<p>There are district level training for all co-teachers based on their level of experience and exposure to coteaching</p> <p>Work with teacher and leadership to develop survey</p> <p>Run marks analysis report with coteaching sections</p>
2.15	<p>Implement a structured plan to invite parents of English Learners to coordinated parent meetings formally.</p> <p>Research the opportunity to provide English classes for parents.</p> <p>Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc.</p> <p>Communicate with parents/stakeholders about upcoming events by sending out monthly newsletters (Weekly Download), updating the school website regularly, and sending out communication on Social Media.</p> <p>Hold 5 ELAC (English Learner Advisory Council) parent meetings, including one ELAC meeting with NP cluster schools to promote communication and to provide information about supports for EL at NPHS.</p>	MLL	<p>1000 0010 5000-5999: Services And Other Operating Expenditures Make individual phone calls multiple times to formally invite families</p> <p>Targeted invitations sent home and emailed</p> <p>Research possible grants and funding to provide coordinated English program for parents</p> <p>Translations and/or interpreting will be provided at meetings for parents.</p>

			Five ELAC meetings will be held to communicate with parents. 1 NP Cluster meeting will be held
<b>2.16</b>	Case managers and counselors will provide academic monitoring for SWD.	SWD	None Specified None Specified Timely monitoring of student progress by case managers of students.
<b>2.17</b>	<p>NPHS administration will create general education course offerings for Special Education students</p> <p>Develop co-teaching classes for Math and English</p> <p>Provide co-teaching classes in Science and History</p> <p>Identify students with disabilities to be placed in co-taught classes (Algebra 1A and 1B/English)</p> <p>Provide Direct Studies classes for organizational and academic support</p>	SWD and Students in general education classes	<p>1000-1999: Certificated Personnel Salaries Academic placement in general education classes 500 0010</p> <p>4000-4999: Books And Supplies Directed studies model changed from OASIS model with study skills component embedded with general education students. 39000</p> <p>Other 1000-1999: Certificated Personnel Salaries Co-teaching periods created 750 0010</p> <p>1000-1999: Certificated Personnel Salaries Release time for teachers to plan for co teaching period</p>
<b>2.18</b>	Provide staff with information and training related to co-teaching methodology: Co-teaching handbook	SWD and Students in general education classes	<p>5800: Professional/Consulting Services And Operating Expenditures Coordinated training will be provided for teachers related to a co-teaching model with general ed students and sped students</p>
<b>2.19</b>	Provide SPED teachers the technological resources to create instructional practices to promote student achievement in all classes.	SWD	<p>6000-6999: Capital Outlay Continue to provide enough chromebooks for all SPED classes to create a class set in all classes. Measure I funds used as well</p>
<b>2.20</b>	Create specific academic section for Newcomer Students.	MLL	<p>120000 Other</p>

			Implement district initiated courses for students qualifying for newcomer program with 1.4 full time positions
2.21	NPHS Staff will participate in staff trainings from the California Association of Bilingual Educators focusing on UDL lesson design for MLL	All Students	School district PD
2.22	Purchase Scholastic Action Magazine for MLL Teacher	MLL	175.82 0010 4000-4999: Books And Supplies Scholastic Action Magazine
2.23	<p>Begin 3-year process of completing MYP application for IB for NPHS:</p> <p>MYP Proposed Partnership Timeline: Sequoia MS &amp; NPHS Application for Candidacy submitted in June 2023. Candidacy for Sequoia MS and NPHS MYP Years 1-5 (grades 6-10) began in September 2023. IB Continuum (Grades K-12, PYP/MYP/DP) presented to the Board and announced to the community by the superintendent.</p> <p>2023/24: Sequoia MS: Whole staff trained on site: completed the 1-day Developing the MYP training on the March 18 PD day at SMS. Subject leader and admin trained: At least one staff member trained in all 8 subject areas, along with principal and admin trained in IB leadership workshops (Head of School and Leading the Learning). MS MYP Coordinator identified in spring 2024 for years 1-3. NPHS Identified subject leaders for MYP Years 4-5 (grades 9-10). AP of Instruction, DP Coordinator and 3 subject leaders attended the 1-day Developing the MYP training on the March 18 PD day at SMS. DP Coordinator (interim Coordinator for MYP years 4-5) attended the IB Leading the Learning workshop.</p> <p>2024/25: Sequoia MS: Departments work together with MS MYP Coordinator to create Unit Planners/Interdisciplinary Units/IB Policies/Learner Profile/Community information/Preparation for authorization documentation. NPHS: Subject leader and admin training: send head of school (principal), API and one representative per subject area to training Departments and subject leads create unit planners in Spring 2025 Identify HS MYP Coordinator to begin in 2025-26</p>	All students	

	<p>Place request to the IB to hold the Developing the MYP workshop for whole staff next fall  NOTE: We must request this onsite workshop by the beginning of May, or at least 180-days in advance (time for IB to identify trainer and arrange for them to come to NPBS to conduct this workshop on the Nov PD day next fall)  Identify HS MYP Coordinator for 2025/26</p> <p>2025/26:  Sequoia MS: Implementation of IB MYP Unit Planners/Interdisciplinary Units/Community Projects, preparing authorization paperwork.  NPHS:  Whole staff training: onsite 1-day Developing the MYP training with all MYP staff (November 2025 PD Day).  NOTE: Any new Sequoia MS staff will join this training at NPHS. This is the training that is done on site, and will need to dedicate an all day district PD day to complete this training.  Departments work together with HS MYP Coordinator to implement Unit Planners/Interdisciplinary Units/IB Policies/Learner Profile/Community information/Personal Project Plan/Preparation for authorization documentation.  HS MYP Coordinator to communicate with IBO to move MYP Partnership into MYP authorization phase for 26/27 school year.</p> <p>2026/27:  Sequoia and NPHS: Application for Authorization this year (in September). Authorization must be done at the same time. One school cannot go before another.</p>		
2.24			

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Much progress has been made by staff and departments to address goals by implementing many of the strategies listed from previous year that we want to continue for the 24-25 year

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

Budget expenditures supported the implementation of targeted strategies. Increasing costs of teacher salaries for programs such as the tutoring center led us to reduce the number of days we were offering the tutoring center and we are working with CTE to fund CCR Counselor position along with the Golden State Pathway Grant

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 overall goals in the SPSA will remain the same this year as they are WASC action item goals. We have a three year progress update scheduled for this Spring

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate and Culture and Social-Emotional Learning

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey	LCAP Student Survey for 23/24: 88% of student said their teacher cared about them LCAP Student Survey for 23/24: 67% of the students said they had an adult to go to	LCAP Student Survey for 24/25: 91% of student said their teacher cared about them LCAP Student Survey for 24/25 : 73% of the students said they had an adult to go to
Documentation of parent and student programs	No baseline for outcome	Parent and Student Programs for social-emotional well being in 2023/2024: 1 opportunity
Documentation of student enrolled in a co-curricular activity	Documentation of student enrolled in a co-curricular activity 2023/2024: 975 students	Documentation of student enrolled in a co-curricular activity 2024/2025: 1000 students
Attendance at Parent/Athlete/Coach presentation	3 parent/athelte/coach presentations in school year	3 parent/athelte/coach presentations in school year
Attendance and Completion of SDAC Meetings at School Site	23-24 7 Meetings	24-25 7 meetings

Overall Suspension Information	Dashboard	23-24: Orange	24-25: Yellow
Homeless Suspension Information	Dashboard	23-24: Red	24-25: Yellow
MLL Suspension Information	Dashboard	23-24: Red	24-25: Yellow
Overall Suspension Information	Dashboard	23-24: Orange	24-25: Yellow
EL Suspension Rate ATSI		Suspension Rate 12.9%	Suspension Rate: 8.5%
CVUSD Overall Suspension Rate for Foster students		CVUSD Overall Suspension Rate for Foster students 23-24: 33%	CVUSD Overall Suspension Rate for Foster students 24-25: 28%
CVUSD Overall Chronic Absenteeism Rate for African American Students		CVUSD Overall Chronic Absenteeism Rate for African American Students 23-24: 16.21%	CVUSD Overall Chronic Absenteeism Rate for African American Students 24-25: 12.8%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to Improve Transition Support for Freshmen and transferring students. Admin and counseling team will debrief after orientation to identify new strategies for Freshmen Orientation	9th Grade Students and New Students To NPHS	3500 ASB 1000-1999: Certificated Personnel Salaries 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  Freshman Orientation School Tours
3.2	Create more events within the school day that promote school spirit and connectedness	All students	1000 ASB 4000-4999: Books And Supplies Continue to promote and hold lawn chair lunches and other school-wide staff events 2000 ASB 1000-1999: Certificated Personnel Salaries Provide more school-wide student events at lunch  None Specified None Specified Staff lunch potlucks 500



			<p>ASB 5000-5999: Services And Other Operating Expenditures NPHS Student Movie Night</p> <p>School rallies throughout the school year</p> <p>Boat Races 10000 ASB 5000-5999: Services And Other Operating Expenditures Grade level bbq</p>
<b>3.3</b>	Continue to develop and support cultural and student population recognitions throughout the school year - ASB	All students	<p>Inclusive Schools Week Hispanic Heritage Month Unity Day Day of Silence Coming Out Day Pride Month African American History Month Unified Sports Activities U Matter Week International Week Sparkles, Panther Pals</p> <p>Student tailgates before home football and basketball games.</p>
<b>3.4</b>	Identify how many students are/are not involved in extra-curricular activities.	All students	<p>None Specified None Specified Audit the amount of students participating in an extra-curricular activity</p> <p>None Specified None Specified Survey students who are not identified in an extra-curricular activity.</p> <p>None Specified None Specified Increase the amount of club days (one per term)</p>
<b>3.5</b>	<p>Increase student/parent resources for guidance, counseling, or support.</p> <p>Continue College and Career Readiness Counselor position</p>	All students	<p>95000 Other 1000-1999: Certificated Personnel Salaries</p>

			Explore and promote other parent talk opportunities CCR Counselor will promote the growth off all students becoming A-G eligible during their tenure at NPHS
<b>3.6</b>	<p>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</p> <p>NPHS Counselors will offer Tier 1 and 2 counseling presentations and support for targeted students and parents</p> <p>Counseling Presentation for 24-25</p> <p>H.S. 101 9th Grade Presentations 9/4 &amp; 9/5 During School English Classes &amp; Library</p> <p>Focus on Your Future 9/19 5-7pm TOHS</p> <p>Coffee with the Counselors 9/25 8:45-10am Cafeteria</p> <p>Common App Night 9/25 6pm Virtual</p> <p>UC Presentation for 12th 10/9 6pm Virtual</p> <p>College Apps 12th Grade Presentations 10/9 During School English Classes</p> <p>CSU Presentation for 12th 10/16 6pm Virtual</p> <p>Financial Aid Night 10/24 6pm Virtual</p> <p>College Application Support 11/21 Lunch &amp; After School CCC</p>	All students	<p>Other</p> <p>Wellness workshops for students after school</p> <p>1000 0010 5800: Professional/Consulting Services And Operating Expenditures Staff PD to promote social/emotional well-being for students</p> <p>District Wellness Center NPHS Wellness Room</p>

<p>Grade 10 Tier 1 Presentations 12/3-12/4 During School English Classes</p> <p>Coffee With Counselors 12/11 8:45-10am Cafeteria</p> <p>Grade 11 Tier 1 Presentations 1/28-1/29 During School English Classes</p> <p>Tier 1 Registration/ Future 12th Grade 2/3-2/5 During School Social Science Classes</p> <p>Future 12th Grade Parent Night 2/6 6pm Virtual</p> <p>Tier 1 Registration/ Future 11th Grade 2/18-20 During Social Science Classes</p> <p>Future 11th Grade Parent Night 2/20 6pm Virtual</p> <p>Tier 1 Registration/ Future 10th Grade 3/3-3/5 During School Science Classes</p> <p>Future 10th Grade Parent Night 3/6 6pm Virtual</p> <p>Future 9th Grade Parent Night 3/13 6pm Virtual</p> <p>Grade 9 Tier 1 Presentations 4/9-4/10 During School English Classes</p> <p>Dual Enrollment Supports 5/1 During School CCC</p> <p>Coffee With Counselors</p>		
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	5/7 8:45-10am Cafeteria		
3.7	Support and grow of 5-Star program by students and staff, training staff members to use 5-Star	All students	5000 ASB  Continue to increase the use of the 5 Star app by students and staff to check into events and receive points for attendance and participation in events Use 5-Star to promote events on campus (tennis, concerts, etc.) and add parent involvement , student hall passes, off campus pass and unscheduled periods Targeted staff members will attend 5 Star conference  Targeted staff members will attend 5 Star conference
3.8	Create student recognition opportunities throughout the school year	All students	5000-5999: Services And Other Operating Expenditures Honor Roll BBQ for first semester grades 1000 ASB 4000-4999: Books And Supplies Student of the Month  5000 ASB  5 Star rewards 1000 ASB  Birthday celebrations 1500 ASB

			Athlete of the Month//VPA Student of the Month 500 ASB 5000-5999: Services And Other Operating Expenditures Students of Character 500 ASB 5000-5999: Services And Other Operating Expenditures Teaching with Honors
3.9	Support and enhance future student/parent information nights	Parents and students	500 ASB 4000-4999: Books And Supplies Panther Preview Night 500 ASB 4000-4999: Books And Supplies Future Panther Night 500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Principal's Coffee and Tours
3.10	Evaluate and support all forms of school communication programs for students, parents and staff	All students	500 Instruction None Specified NPHS Website Weekly Smores (Staff, Parents/Caretakers, & Students) Twitter Instagram CVUSD Snapshots Learn Accounts Blackboard Q Information Update Canvas PTSA Facebook District newsletter communications Summer Mailers
3.11	Provide for the general safety of all school stakeholders, including starting safety reports to parent and student groups to better strengthen school safety plan.	All students	None Specified None Specified School Safety Plan  None Specified None Specified School Information Updates  None Specified None Specified District information Updates

			None Specified None Specified School safety drills
<b>3.12</b>	Create NPHS surveys for students, staff and parents to conduct a formal needs assessment and for targeted parent groups.as we prepare for our WASC mid cycle visit	All students and staff	None Specified None Specified Staff survey  None Specified None Specified Student survey  None Specified Monthly Student DAC meetings with Principal
<b>3.13</b>	Support structured lunchtime program for students that are struggling socially	Special Students Education	500 0010 4000-4999: Books And Supplies Lunch Crew
<b>3.14</b>	Promote student leadership by encouraging participation from TSG (SWD, EL, SED)  Implement No Place For Hate program for the 24-25 school year	All students	None Specified None Specified 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
<b>3.15</b>	Continue ESports Team	Students that are interested	1500 0010 5800: Professional/Consulting Services And Operating Expenditures Create a team Hire a coach Conduct team meetings Start as an interest group
<b>3.16</b>	Weekly communication will be sent out to staff regarding school events.	All staff	District Funded 5000-5999: Services And Other Operating Expenditures Weekly updates including upcoming events will be emailed to staff in order to promote connection building opportunities for students.

3.17	Provide support to students through Teen Center Outreach Worker to work 1:1 and in small groups with students to make connections.	Targeted Students	5000-5999: Services And Other Operating Expenditures Teen Center Outreach Worker will mentor individual and small groups of students to promote connections on campus.
3.18	Provide SEL support to students through use of Mental Health Counseling Interns, wellness counselors and full-time counselors.  Provide a comprehensive parent/athlete/coach education program	All students	None Specified Mental Health Counseling Interns will provide social emotional support to students. 2100 0010 5800: Professional/Consulting Services And Operating Expenditures 3 Positive Coaching Alliance presentations to parents, students and athletes
3.19	Using Technology and Social Media to stay connected	All students	Teams Meetings/Webinars/Workshops Instagram/Twitter Newsletters PTV & Student Videos
3.20	Offer students opportunities to participate in conflict resolutions//restorative processes with ADCO  Admin will participate in Epoch Training and continue to use RIR strategies	All students	None Specified None Specified Administrators and Counselors will involve students in conflict resolutions and restorative processes to help promote a positive school culture.
3.21	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. Send personal invites to students to explore BSU	Targeted Students	None Specified None Specified Annual Club Fair will be held to promote clubs offered on campus to help students make connections. 1500 0010  Support for Black Student Union 1500 0010  Support for Latinos Unidos

3.22	Recognize 12th grade students for academic achievements and effort through Awards Nights in spring.	12TH Grade Students	500 0010 None Specified Senior Awards Night and Scholarship Night to celebrate 12th grade achievement and scholarship awards from the community and other institutions
3.23	Provide social emotional support and skills (social norms) for EL students on a regular basis as part of newcomer academy program.	MLL	None Specified None Specified Presentations by site staff and outside individuals to model and instruct growth in social skills and targeted communication
3.24	Create a community fair for MLL parents and students to provide access to local community resources and supports for parents and students	MLL	200 0010 5000-5999: Services And Other Operating Expenditures
3.25	Newcome Academy Counselor will do SEL presentations in targeted classes to provide coping skills and strategies to improve student behavior to improve ATSI targeted goal	MLL	
3.26	MLL teachers have created a PBIS for MLL students including strategies, goals and rewards for positive behavior	MLL	1000 Donations

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Much progress has been made by staff and departments to address goals by implementing many of the strategies listed from previous year that we want to continue for the 24-25 year

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

Budget expenditures supported the implementation of targeted strategies. Increasing costs of teacher salaries for programs such as the tutoring center led us to reduce the number of days we were offering the tutoring center. We have continued to add a tutoring center for MLL at lunch that has been popular. Also the reduction in FTEs for the Newcomer Academy has been challenging.

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 overall goals in the SPSA will remain the same this year as they are WASC action item goals. We have a three year progress update scheduled for this Spring



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### PLC Teams and Data Analysis

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of formative assessments created by each department for each course	2-3 common summative assessments per course	2-3 common summative assessments per course
Equitable grading practices identified by each department	1 equitable grading practice developed	Department wide equitable grading practices developed
Department Essential Standards	New baseline established for this year	each department will have completed the identification of essential standards in 75% of all courses

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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 students	5000-5999: Services And Other Operating Expenditures Departments will use collaborative to create, edit and administer common assessments.

	all collaborative department activities including data analysis of common assessments		Collaborate document developed and used by each department.
4.2	Update a common template for departments to use for PLC and department collaboration	All students	
4.3	NPHS instructional staff will conduct data meetings with academic department leaders each quarter and each term to evaluate overall information related to academic performance	All students	None Specified None Specified Principal will coordinate grade distribution meetings with department chairs and provide data in a shared Google Drive
4.4	NPHS will create structured time for departments to collaborate throughout the school year.	All students	None Specified None Specified Year long schedule collaboration has been developed by site.
4.5	Offer teacher to read Grading From The Inside Out and complete the book	All students	
4.6	Allow teacher release time to coordinate assessments and essential standards	All students	3500 Other 1000-1999: Certificated Personnel Salaries Allow small groups of teachers to sub out and work in assessment and essential standards
4.7	Purchase materials to assist departments to create formative assessments and develop essential standards	All students	1500 0010 4000-4999: Books And Supplies Purchase solution tree materials for departments to create essential learning targets and formative assessments
4.8	Provide teachers/departments with consistent resources and strategies to continue the use of UDL practices for lesson design	All students	1500 0010 1000-1999: Certificated Personnel Salaries Create Walkthrough schedule
4.9	NPHS Departments will identify one equitable grading practice and implement it during the school year.	All students	
4.10	Staff survey for technology needs in classroom for Measure I Order	All students	
4.11	Purchase technology based on staff survey and inventory	All students	120000 Other Measure I Funds

4.12	Off site professional development (CAHPERD, AHAPERD, SHAPE America, Southwest District, NATA conference, IB training in subject matter) This allows for specific training in subject matter.	All students	4500 0010 5800: Professional/Consulting Services And Operating Expenditures
4.13	Continue to use office hours on Thursday as stand alone time for staff to support students during a structured time	All students	

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Much progress has been made by staff and departments to address goals by implementing many of the strategies listed from previous year that we want to continue for the 24-25 year

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

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, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.9			
5.10			

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$758,659.36
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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 (\$)
	\$500.00
0010	\$35,085.82
0P28 - Proposition 28	\$80,000.00
OTRM	\$50,343.00
ASB	\$32,500.00
AVID	\$49,500.00
California Partnership Academies	\$1,500.00
Donations	\$1,000.00
Instruction	\$500.00
Other	\$503,230.54
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$4,500.00

Subtotal of state or local funds included for this school: **\$758,659.36**

Total of federal, state, and/or local funds for this school: **\$758,659.36**

# 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	0	0.00
0TRM	50343	0.00
5EEF	0	0.00
0860	0	0.00
OSEP	0	0.00
TPGR	0	0.00
OCBG	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
	500.00
0010	35,085.82
0P28 - Proposition 28	80,000.00
0TRM	50,343.00
ASB	32,500.00
AVID	49,500.00
California Partnership Academies	1,500.00
Donations	1,000.00
Instruction	500.00
Other	503,230.54
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
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	287,500.00
1000-1999: Certificated Personnel Salaries	296,911.24
4000-4999: Books And Supplies	8,175.82
5000-5999: Services And Other Operating Expenditures	103,522.30
5800: Professional/Consulting Services And Operating Expenditures	15,550.00
None Specified	36,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies		500.00
	0010	3,000.00
1000-1999: Certificated Personnel Salaries	0010	7,750.00
4000-4999: Books And Supplies	0010	4,175.82
5000-5999: Services And Other Operating Expenditures	0010	8,060.00
5800: Professional/Consulting Services And Operating Expenditures	0010	11,600.00
None Specified	0010	500.00
1000-1999: Certificated Personnel Salaries	0P28 - Proposition 28	80,000.00
1000-1999: Certificated Personnel Salaries	OTRM	22,911.24
5000-5999: Services And Other Operating Expenditures	OTRM	27,431.76
	ASB	12,500.00
1000-1999: Certificated Personnel Salaries	ASB	5,500.00
4000-4999: Books And Supplies	ASB	3,000.00
5000-5999: Services And Other Operating Expenditures	ASB	11,500.00
1000-1999: Certificated Personnel Salaries	AVID	14,000.00
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



	Donations	1,000.00
None Specified	Instruction	500.00
	Other	282,000.00
1000-1999: Certificated Personnel Salaries	Other	166,750.00
5000-5999: Services And Other Operating Expenditures	Other	51,530.54
5800: Professional/Consulting Services And Operating Expenditures	Other	2,950.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	240,433.54
Goal 2	248,925.82
Goal 3	138,300.00
Goal 4	131,000.00

# School Site Council Membership

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

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







Name of Members	Role
Stephen Lepire	Principal
Shadi Khodavandloo	Parent or Community Member
Gisella Stanley	Parent or Community Member
Jenny Crosby	Parent or Community Member
Linda Eckelkamp	Other School Staff
Tamm Taggert	Parent or Community Member
Denise Benic	Parent or Community Member
Greg Coull	Classroom Teacher
Derek Grimes	Classroom Teacher
Chris Romero	Classroom Teacher
Mary Amaya	Other School Staff
Celia Ortiz	Other School Staff
Nyemiah Hilton	Secondary Student
Charlize Huber	Secondary Student
Shea Grohs	Secondary Student
Kusa Nguyen	Secondary Student
Riley Shin	Secondary Student
	Parent or Community Member

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: SSC Vice-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 9/3/23.

Attested:

	Principal, Stephen Lepire on 9/4/24
	SSC Chairperson, Gisella Zimmerman on 9/3/24

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>



## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023