

The Single Plan for Student Achievement

School: Newbury Park High School
CDS Code: 56 737595 633748
District: Conejo Valley Unified School District
Principal: Stephen Lepire
Revision Date: 11-9-17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Stephen Lepire
Position: Principal
Phone Number: 805-498-3676
Address: 456 North Reino Rd.
Newbury Park, CA 91320-3798
E-mail Address: slepire@conejousd.org

The District Governing Board approved this revision of the SPSA on 12-6-16.

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis.....	4
Surveys.....	4
Classroom Observations	4
Analysis of Current Instructional Program.....	5
Description of Barriers and Related School Goals	7
School and Student Performance Data.....	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results	12
CELDT (All Assessment) Results	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	16
School Goal #3	20
School Goal #4	22
Centralized Services for Planned Improvements in Student Performance	25
Centralized Service Goal #1	25
Summary of Expenditures in this Plan	26
Total Allocations and Expenditures by Funding Source.....	26
Total Expenditures by Object Type	27
Total Expenditures by Object Type and Funding Source	28
Total Expenditures by Goal	29
School Site Council Membership	30
Recommendations and Assurances	31

School Vision and Mission

Newbury Park High School's Vision and Mission Statements

We expect Panthers to challenge themselves and each other to show the world their best character traits. On the field, in the classroom, in the world, we expect students to learn about and value diverse opinions, values, and cultures; and to demonstrate their respect for themselves and others.

Potential

We expect Panthers to understand that every difficulty presents both risk and opportunity. Panthers are expected to access and evaluate resources as needed, develop the capability to rise to challenges, and the resiliency to recover from failure.

Humanity

We expect Panthers to contribute and interact responsibly in the community and in the world. We expect students to be kind and respectful of others from all walks of life, to cooperate with adults and peers, to assist others in need, and to recognize that two people with differing opinions can both be right.

Scholarship

We expect Panthers to learn the skills and core knowledge they need to be successful in life: how to think inductively, deductively, and reflectively; how to communicate; how to gather, analyze, and evaluate information and media; and how to rely on their academic skills, common sense, and creativity to solve problems.

We are Panthers!

School Profile

Community: Newbury Park High School stands nestled against the hills in the northwest corner of the Conejo Valley in Ventura County, CA, approximately forty miles north of Los Angeles. Built in 1967, the site is one of three comprehensive high schools in the Conejo Valley Unified School District. Much of Newbury Park is located within the boundaries of the City of Thousand Oaks. NPHS serves a suburban, middle- to upper-middle-class community and provides a four-year comprehensive program. With a diverse and growing student population of 2,450, the campus is home to a wide variety of programs and activities developed to meet the expanding educational needs and interests of our students in a district that educates nearly 20,000 students.

Curriculum: Our Mission Statement and six ESLRs (Expected School wide Learning Results) are: All NPHS graduates will be critical thinkers, effective communicators, knowledgeable problem solvers, and active community members. Panthers are taught to embody the four pillars of our mission: Nobility, Potential, Humanity, and Scholarship. The ESLRs are annually monitored for relevance and serve as overarching goals for daily interaction on campus. All instruction is aligned with state and district content and performance standards. Based on a variety of academic performance indicators including AP/IB test scores and standardized test scores NPHS has been recognized as a California Distinguished School, and a NCLB Blue Ribbon School. Panthers consistently earn awards in the areas of yearbook, choir, band, drum line, color guard, Academic Decathlon, Mock Trial, speech and debate, journalism and athletics. More than 70 clubs provide opportunities for service and deepening interests for students.

Special Programs: NPHS is home to the oldest and largest International Baccalaureate program in the region; we also offer a full complement of Advanced Placement courses due to the high expectations of the community, the staff, and our students. A full-time teacher oversees DATA (our Digital Arts and Technology Academy), a school within a school that provides 21st century workplace skills and academic preparation for selected students. A full time Career Education teacher oversees the Majors Program, which offers students the opportunities and resources to explore their unique areas of interest, and to develop their career-related strengths and goals. Our Culinary Arts students operate a restaurant, Panther Café, on campus, our Digital Video Production and Broadcasting students are responsible for our student television program, Panther TV. Many vibrant electives allow students to connect interests to potential careers as well as future educational needs in very real ways and many other programs and courses to challenge and support students to achieve at high levels. Each year, approximately 95% of NPHS graduates enter colleges and universities all over the world.

Culture: For years, NPHS was the smallest high school in the district; as a result, a culture of unparalleled individualized support was developed and is still integral to our success. Counselors and teachers provide personal assistance to families with questions about courses, college, and private issues on a daily basis. We work especially hard to meet student needs, especially those who are at-risk. We continuously identify obstacles to student achievement, implement action plans to address them, and work with the community to overcome them. Community support takes many forms: input from all stakeholders led to the development of our block schedule; the Tutoring Center, the Math, Science, and Writing Centers, and intervention classes for at-risk students. As a result of parent, community, staff, and student collaboration, Panther Pride has become more than a catchphrase; it is a way of life

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Newbury Park HS completed a comprehensive survey given to students, staff and parents three years ago, as function of a full WASC Self-study. The survey revealed that NPHS is very safe place where students feel they belong. As a note for improvement, the survey revealed the site can improve promotion of the various programs and provide increased access to higher level courses. For the 2017-18 school year, the process for accessing higher level courses was adjusted for a second year. In terms of communication and promotion, the school website is being modified, and a digital Principal's Newsletter has been continued. CVUSD conducted an LCAP survey which led to the adoption district-wide goals as stated within this document. Anew technology survey will be completed by the staff and the School Site Council will be coordinating our own site survey for students and parents.

Classroom Observations

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

Each staff member is observed by a department chair and administrator each year. Administrators par-take in informal walk-through each week. Observations are based upon the California Standards for the Teaching Professions (CSTP). Both formal and informal evaluations guide retention of non-tenured teachers and for tenured staff for potential recommendation to the district operated Peer Assistance and Review Program. At NPHS, for the second school year staff members have signed-up for voluntary Learning Walks. Learning walks are non-evaluative professional development in which teacher observe each other and discuss best practices. Observations demonstrate high levels of student engagement, though improvement in inquiry methods is necessary. Each group will de-brief the process and results will be shared out as a function of the district professional development requirement.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our current state assessment system is in its third year of use. The accountability system provided school-wide and individual student data for the first time this last school year. Only NPHS 11th graders took the test. As a site we analyzed the data for strengths and weaknesses. The data revealed an increase in student scores overall which is more consistent with previous state assessments. Each department has dedicated PLC time once or twice per month to discuss assessment alignment, share best practices, and analyze student work. CVUSD has an LCAP goal dedicated to sharing best practices and good first teaching. Out site professional development goal is connected to collaborative and reflective teaching.

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

Teachers meet regularly in PLC groups to analyze student data and modify current assessments and instruction. The site is continuing to work on norms for discussion and training on EADMs, district assessment system. The 2016-17 school year had dedicated time for re-writing and creating Common site assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Teachers are required to attend 20 staff meetings per year, All NPHS staff meetings are a function of banked time and take place in the morning, where students arrive later in the school day. Meetings divided into whole staff, cross curricular and department, and course alike.

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

All teachers are NCLB certified.

Teachers are required to attend 12 hours of professional development. The training must be approved by the site principal. NPHS has a team of teachers assisting with professional development planning and workshops. .

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

The site created a professional development plan from teacher input. The PD plan covers content standards, best practices related to student performance, school culture and technology

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

Site has defined instructional coaches for professional development. Instructional coaches are not teachers on special assignment, they have a regular teaching load. Learning Walks are utilized for a portion of the staff to observe other teacher within and across departments.

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

Collaboration time is built into the schedule defined department/subject specific meetings twice per month.

Teaching and Learning

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

All courses are aligned to California Common Core Standards. Our math pathway has remained traditional, while moving standards around to align with Common Core. ELA. Mathematics is searching for appropriate materials. All departments report a need for materials related to informational text. Mathematics will also be attending a PLC conference geared for Math teachers in December.

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

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

At-risk 9th graders are placed in an intervention, study skills course (OASIS), and the master schedule includes the a school-wide Tutoring Center. CVUSD allotted an additional period for math intervention for this school year.

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

All courses are aligned to Common Core standards. Math is working on a new adoption.

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

All courses are aligned to standards and appropriate access to courses is available. Special Ed students are placed in Least Restrictive Environment as determined by IEP team.

Opportunity and Equal Educational Access

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

Appropriate interventions are available to all students school-wide. Counselors regularly intervene with assistance and communication with families. Intervention courses and school-wide supports are provided.

14. Research-based educational practices to raise student achievement

Teachers regularly attend national, regional and local conferences in specific content areas. Site based professional development is required for all teachers and based upon best practices.

Parental Involvement

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

A strong PFA group provides opportunities outside of the school day for student and families to engage in the school community. For instance, four parent information nights are sponsored by our PFA. The presentations are relevant to community needs and educational issues. The district has goal to expand a community outreach program to the families in the NPHS neighborhoods.

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

The site receives feedback from SSC, ELAC, ASG, PFA and school leadership in creating school goals and allocation of fiscal resources tied to ConApp Programs. The district and site LCAP use parent and student surveys to assist in articulating goals.

Funding

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

EIA funds are used to provide additional support and technology in the classroom. ELAC has approved the use of these funds. LCFF monies are all tied to LCAP goals and approved by leadership team and school site council.

18. Fiscal support (EPC)

The site receives federal funding in the form of EIA. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF.

Description of Barriers and Related School Goals

The sharing of best practices is now implemented and researched. Moving forward the appropriate use of technology needs to be accessed. Teacher training on inquiry learning/teaching must be addressed in order to enhance student engagement.

The biggest barrier to growth is the lack of appropriate materials matched to new standards. Both Math and ELA are in the process of piloting or using new materials. Science has not adopted new materials in over ten years. Teachers are supplementing on their own, which may cause a lack of consistency and additional costs. Science teachers are facing the challenge of implementing NGSS standards without a clear overall plan for assessment and curricular planning.

Finally, the district and site need continued training and professional development on our data management system and appropriate use of data. As the site moves to common assessments, a proper management system and discussion protocols are necessary for the proper use of data. We will be offering training to our staff on the use of the Education OS program.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		1			0			0			0	
Grade 11	635	602	625	568	539	594	531	538	594	89.4	89.5	95
All Grades	635	602	625	568	539	594	531	538	594	89.4	89.4	95

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*			*			*	
Grade 11	2585.1	2582.7	2648.9	18	20	39.90	33	33	36.53	23	24	15.32	19	23	8.25
All Grades	N/A	N/A	N/A	18	20	39.90	33	33	36.53	23	24	15.32	19	23	8.25

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 8		*			*			*		
Grade 11	26	29	46.80	52	47	41.08	21	23	12.12	
All Grades	26	29	46.80	52	47	41.08	21	23	12.12	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	32	25	51.18	47	48	38.05	19	27	10.77
All Grades	32	25	51.18	47	48	38.05	19	27	10.77

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	16	20	39.06	60	59	53.87	23	21	7.07
All Grades	16	20	39.06	60	59	53.87	23	21	7.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	24	28	50.17	59	52	42.42	15	21	7.41
All Grades	24	28	50.17	59	52	42.42	15	21	7.41

Conclusions based on this data:

1. Overall, there was an increase in student performance with limited gains by some subgroups. New testing schedule seemed to motivate students to perform better.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		1			0			0			0	
Grade 11	635	602	625	567	542	602	539	542	602	89.3	90	96.3
All Grades	635	602	625	567	542	602	539	542	602	89.3	89.9	96.3

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*			*			*	
Grade 11	2617.9	2591.8	2631.9	15	14	23.59	32	24	30.40	28	31	23.42	21	31	22.59
All Grades	N/A	N/A	N/A	15	14	23.59	32	24	30.40	28	31	23.42	21	31	22.59

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 8		*			*			*		
Grade 11	29	26	37.21	45	37	35.55	26	37	27.24	
All Grades	29	26	37.21	45	37	35.55	26	37	27.24	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	25	16	28.57	57	54	48.84	17	29	22.59
All Grades	25	16	28.57	57	54	48.84	17	29	22.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8		*			*			*	
Grade 11	24	19	28.74	58	61	57.14	18	21	14.12
All Grades	24	19	28.74	58	61	57.14	18	21	14.12

Conclusions based on this data:

1. As noted earlier, Overall, there was an increase in student performance with limited gains by some subgroups. New testing schedule seemed to motivate students to perform better.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	12	23	29	62	46	19	15	27	29	12	4	10			14
10	21	24	19	42	43	38	37	19	31			13		14	
11	33		20	11	40	27	11	30	27	22		13	22	30	13
12	20			40		25	20	33	13		11	13	20	56	50
Total	19	17	20	46	38	27	22	26	27	8	3	12	5	17	15

Conclusions based on this data:

1. The majority of students are in the Advanced/Early Advanced area. As a site we need to ensure a smooth transition to CP courses for these students and push our Early Advanced to keep moving forward as well as support for the intermediate students..

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	10	21	29	55	43	17	16	29	25	10	4	8	10	4	21
10	20	27	18	32	35	27	32	23	27			9	16	15	18
11	29	16	19	12	37	19	12	16	22	12	5	7	35	26	33
12	14	8		29		22	43	25	11		8	11	14	58	56
Total	18	20	20	36	33	21	23	24	23	6	4	9	18	20	28

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student achievement
LEA/LCAP GOAL:
Enhance the culture and conditions that optimize learning for all students.
SCHOOL GOAL #1:
Maintain and improve technology school-wide to enhance teaching strategies, rigor and relevance and student engagement.
Data Used to Form this Goal:
Classroom observations Staff survey Inventory analysis School technology vision/mission statement SBAC interim assessments
Findings from the Analysis of this Data:
-Teachers need the appropriate training and instructional tools to prepare students for CCSS & 21st Century skills.
How the School will Evaluate the Progress of this Goal:
Curricular observations PLC planning meetings PD access Technology Committee

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The technology committee will align to LCAP goals that will guide the school in all technology related decisions including purchases of hardware, software, and professional development	2017- On-going	Teachers Tech committee Department Chairs Leadership Team		5800: Professional/Consulting Services And Operating Expenditures	Instruction	1000
Provide professional development for teachers to support integration of technology as an instructional practice.	2017- On-going	Site Leadership Librarian District Curriculum		5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	OPGR OPGR	2500 2000
Purchase and utilize advanced technology resources to enhance the integration and implementation of course and content standards.	2017-On-going	Department Chairs Site Leadership Librarian District Curriculum Tech committee		5800: Professional/Consulting Services And Operating Expenditures	None Specified	160000
Develop and maintain a school inventory of all technology resources on site.	2017- On-going	Site Leadership Technology Committee District Technology Team				
Provide specific school groups with the continuing technology to grow overall academic program	2017- Ongoing-	Tech Committee School admin				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Course Access
LEA/LCAP GOAL:
Maximize all student's achievement through highly effective instruction that includes opportunities for acceleration and intervention.
SCHOOL GOAL #2:
Provide for student success through increased access and support.
Data Used to Form this Goal:
A-G percentage CELDT data Honors/IB/AP enrollment CASSP tests D, F, I lists AP Potential list review
Findings from the Analysis of this Data:
NPHS can continue to raise A-G rates, as well as provide identified student groups access to advanced level courses.
How the School will Evaluate the Progress of this Goal:
AP/IB enrollment rate, A-G rate, and data tied to the Writing Center and Tutoring Center

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain, support and develop AVID program	2017-Ongoing	Admin AVID Team School district	Recruit potential students to be in AVID identify new activities to align with AVID program	5800: Professional/Consulting Services And Operating Expenditures	TPGR	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			staff development/PD for teachers in AVID program identify future AVID teachers	5800: Professional/Consulting Services And Operating Expenditures	OPGR	2500
Maintain, develop and support OASIS program	2017-Ongoing	Teachers Admin Parents Counselors Middle school articulation	Recruit and identify future OASIS students provide speakers, activities and off campus opportunities for OASIS students	5800: Professional/Consulting Services And Operating Expenditures	OCBG	3000
Maintain, support and develop tutoring center program, homework help, and lunchtime support.	2017-Ongoing	Intervention committee Site Leadership Admin Counselors Intervention data	Tutoring Center teacher will train and support teachers and student tutors. Tutoring center will be available to students at lunch and after school each day. Provide technology resources for teachers in the tutoring and writing center/program for Measure I program	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	OTRM 003R None Specified	2000 10000
Identify CTE/ROP pathway opportunities for students.	2017-Ongoing	Site Leadership Leadership Team School to Career coordinators	Provide students with off-campus activities related to CTE fields. Hackathon? Increase exposure and notoriety for CTE pathways	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	0860 0860	6000 2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		C.T.E. Teachers C.T.E. Advisory committee	Create more articulation agreements with junior colleges.			
Creating more dual enrollment opportunities for students	2017-Ongoing	Admin Counseling School to Career Coordinator	Survey students about potential interest in Moorpark CC classes. Create more articulation agreements with junior colleges. Recruitment of teachers that can teach concurrent enrollment classes			
Increase opportunities for students to enroll in the IB and AP programs	2017-Ongoing	Admin IB Coordinator Leadership team Counselors	review AP potential information for identifying students run G.P.A lists to determine potential students. Parent information night to explain structure of AP/IB classes for perspective families. IB Information night. Counseling visits to classrooms Create a four year academic planning worksheet for students/parents to fill out and follow			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Counselor registration presentations and tutorials			
Complete CTE Broadcasting pathway, Health services pathway and Food services and hospitality pathway.	2017-Ongoing	Admin CTE	purchase lighting for new studio.	4000-4999: Books And Supplies	OPGR	2500
			purchase equipment for a new studio		TPGR	2000
					OCBG	1000
Create more courses that are A-G approved	2017-Ongoing	Admin Teachers District CTE Coordinator	Identify courses on UC Doorways that are A-G approved.			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Culture
LEA/LCAP GOAL:
Develop high quality activities that engage students with their schools.
SCHOOL GOAL #3:
Design, maintain and support co-curricular activities, enrichment opportunities and student outreach events to enhance school culture and student connectedness.
Data Used to Form this Goal:
Athletic participation survey Club roster information Co-curricular participation study LCAP survey
Findings from the Analysis of this Data:
NPHS needs to identify individual students that are not taking advantage of the current opportunities that are available to them.
How the School will Evaluate the Progress of this Goal:
LCAP survey Student interviews

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve Transition Support for Freshmen	2017-Ongoing	Site administration Site counseling	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.	1000-1999: Certificated Personnel Salaries	OCBG	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create more opportunities during lunch for students.	2017-Ongoing	Admin ASG Teachers	Better Together club expansion	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	OCBG	1000
Provide teachers with training to offer new student activities options and events.	2017-Ongoing	Site Administration Leadership Team	CADA convention	1000-1999: Certificated Personnel Salaries	ASB	8000
Identify how many students are/are not involved in extra-curricular activities.	2017-Ongoing	Admin Teachers	Audit the amount of students participating in an extra-curricular activity Survey students who are not identified in an extra-curricular activity.			
Enhance & Develop Campus Climate-Create more events within the school day that promote school spirit and connectedness	Admin Teacher Students	2017-Ongoing	Create more school-wide staff events	1000-1999: Certificated Personnel Salaries	OCBG	1500
			Provide more school-wide student events at lunch	1000-1999: Certificated Personnel Salaries	ASB	4000
			Create more school-wide assemblies focused on specific events and topics	5800: Professional/Consulting Services And Operating Expenditures	ASB	7500
					OCBG	2500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
Maximize all student achievement through highly effective instruction that includes opportunities for access and intervention
SCHOOL GOAL #4:
Provide for the needs of at-risk students (social/emotional, foster, low socioeconomic) and under-performing student groups (ELL, SPED, low socioeconomic) by focusing on their academic success and social / emotional development.
Data Used to Form this Goal:
SBAC Results Meetings with middle school admin/teachers Progress check information LCAP survey
Findings from the Analysis of this Data:
. NPHS needs to continue to identify targeted student groups and offer targeted intervention
How the School will Evaluate the Progress of this Goal:
SBAC results of student progress from 8th grade to 11th grade LCAP survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify at-risk students by identified issue or student groups	2017-Ongoing	Admin Leadership Counselors Techers	Evaluate SBAC data Articulation with middle schools to identify students moving to ninth grade			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Evaluate 8th grade test scores to identify students for SBAC intervention and academic placement			
Monitor, support and evaluate progress of at-risk students and subgroups.	2017-Ongoing	Access and Support team Admin Counselors	Regular progress checks of identified student students every three weeks OASIS program AVID program			
Evaluate current bell schedule to identify possible intervention period support.	2017-Ongoing	Admin	Survey staff on current ideas about bell schedule and possible alternatives			
Development of common school assessments in major academic areas.	2017-Ongoing	Admin Teachers	Coordinated workshops to develop common assessments Collaboration time Teacher release time		OCBG	9000
Development of interim metrics in major academic areas.	2017-Ongoing	Admin Teachers Leadership	PD on how to use Education OS from VCOE Teacher release time Collaboration time	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Instruction OCBG	1500 2000
Evaluate current collaboration schedule to increase opportunities for department collaboration time.	2017-Ongoing	Admin Leadership	Staff survey developed by leadership team			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with identified curricular resources for instruction to all students.	2017-Ongoing	Admin Teachers	Teacher Mini-grants used to purchase classroom resources.	4000-4999: Books And Supplies	OCBG	20000
Provide for flexible seating options for teachers and students	2017-Ongoing	Admin	Purchase seating options to promote student and teacher collaboration	4000-4999: Books And Supplies	OCBG	11000
					TPGR	3000
					OPGR	2500
Provide teachers with identified curricular resources for instruction to all students.	2017	Admin	Teacher mini-grants	4000-4999: Books And Supplies	OSEP	21000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Performance
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Performance	2017- 18		Salary and Benefits		0860	11470
Support Staff	2017-18		Salary and Benefits		0860	21266
Professional Development	2017 - 18		Costs for speakers, supplies, teacher release, etc..		0860	930

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	11000	1,000.00
OPGR	15600.61	3,600.61
OTRM	18956	16,956.00
5EEF	8366	8,366.00
0860	10025	2,025.00
OSEP	23448	2,448.00
TPGR	16143.50	8,143.50
OCBG	60338.48	5,838.48

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	10,000.00
0860	8,000.00
OPGR	12,000.00
OTRM	2,000.00
ASB	19,500.00
Instruction	2,500.00
None Specified	160,000.00
OCBG	54,500.00
OSEP	21,000.00
TPGR	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	35,000.00
4000-4999: Books And Supplies	60,500.00
5800: Professional/Consulting Services And Operating	182,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	003R	10,000.00
1000-1999: Certificated Personnel Salaries	0860	2,000.00
4000-4999: Books And Supplies	0860	6,000.00
	OPGR	2,500.00
1000-1999: Certificated Personnel Salaries	OPGR	2,000.00
4000-4999: Books And Supplies	OPGR	2,500.00
5800: Professional/Consulting Services And	OPGR	5,000.00
1000-1999: Certificated Personnel Salaries	OTRM	2,000.00
1000-1999: Certificated Personnel Salaries	ASB	12,000.00
5800: Professional/Consulting Services And	ASB	7,500.00
5800: Professional/Consulting Services And	Instruction	2,500.00
5800: Professional/Consulting Services And	None Specified	160,000.00
	OCBG	12,500.00
1000-1999: Certificated Personnel Salaries	OCBG	7,000.00
4000-4999: Books And Supplies	OCBG	31,000.00
5800: Professional/Consulting Services And	OCBG	4,000.00
4000-4999: Books And Supplies	OSEP	21,000.00
	TPGR	5,000.00
5800: Professional/Consulting Services And	TPGR	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,500.00
Goal 2	34,000.00
Goal 3	28,000.00
Goal 4	70,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stephen Lepire	X				
Tina Coleman			X		
Aliya Sciamanna					X
Paige Hajiloo					X
Alexandra Jones					X
Steven Kitchell					X
JR Washburn				X	
Alexandra Kitchell				X	
Julie Freedman				X	
Kim Cole-Wood				X	
Ted Warfield		X			
Alana Bond		X			
Perla Jimenez			X		
Julie Nagamoto				X	
Sylvia Cohen		X			
Micheal Weingarden		X			
Juli Rycus				X	
Karla Redondo				X	
Marci Chyten				X	
Numbers of members of each	1	2	2	5	4

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	
Access and Support Committee	Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/29/16.

Attested:

Stephen Lepire		
Typed Name of School Principal	Signature of School Principal	Date

JR Washburn		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date