The academic intervention program at Newbury Park High School provides academic support for students in two levels: academic tutorial and the Embedded Support course. The following descriptions outline both tiers of the intervention program.

Academic Intervention Program at NPHS:
1. Level 1 Intervention - Academic Tutorial
2. Level 2 Intervention - Embedded Support Class

Level 1 Intervention:
1. Academic Tutorial:
   a. What is it?
   Tutorial provides content specific academic support for 9th and 10th grade students. Certificated faculty members serve as tutorial teachers for small groups of students twice a week after school. Students commit to attending tutorial for approximately 5 weeks, at which time the current grading period concludes and rosters are refreshed.

   10th grade tutorial: Tuesday and Thursday
   9th grade tutorial: Monday and Wednesday

   During tutorial, students are able to work on class work and homework assignments with the immediate assistance from a certificated staff member in addition to receiving individual content specific assistance from the staff member.

   b. Who attends tutorial?
   Students with lower than a 2.0 grade point average at the end of each grading period participate in tutorial. Tutorial rosters change approximately every 5 weeks, at the end of each marking period. Participating students attend tutorial in five week segments. Participation is communicated with parents/guardians through walk home letters, pace phone messages, and through individual staff member contact.

   c. Attendance:
   Tutorial is NOT a graded class, however, students are held accountable for their attendance. In quarter 1 2011, students with 90% attendance in tutorial saw their GPA increase above a 2.0 gpa. The following attendance policy for tutorial is enforced:

   1st unexcused absence: Warning/Clarification of Expectations
   2nd unexcused absence: Detention
   3rd unexcused absence: Saturday Work Study/parent notification
   4th unexcused absence: Removal from program

   Parents may monitor student participation in the program by contacting the Academic Intervention Coordinator or your child’s counselor.

Level 2 Intervention:
2. Period 3 or 5 Embedded Support
   a. What is it?
   There are two embedded support courses offered: period 3 for freshmen and period 5 for sophomores. Embedded Support offers students organizational resources, content specific tutoring, weekly grade checks, and dedicated time for assignment completion in a safe environment. Embedded Support is a graded class where students can earn 2.5 credits for each quarter they are enrolled.
b. **How do students enroll?**

In order for Embedded Support to be successful the setting must be small groups of students. For this reason, only qualifying students may be invited to Embedded Support. The following criteria are assessed by the intervention team to determine student need:

1. Evaluation of participation in level one intervention (tutorial)
2. GPA at previous marking periods (middle school data used for incoming freshman)
3. Staff member recommendations (middle school administration for incoming freshman students)
4. Attendance, and behavior records

Interested parties should contact their counselor before the end of the school year, in order to be considered for enrollment the following school year.

c. **How does a student add/drop the Embedded Support intervention class?**

**Graduates:** Enrolled students with marks C or above currently may “graduate” the program at the end of the marking period for sophomores and at the end of the term for freshmen. Student’s progress will be monitored, and students will be re-enrolled if grades drop below

**Add:** Students wishing to add intervention mid year may do so at the terms at the discretion of the team, as space is available.

d. **Attendance:**

Grades will be assigned in part based on attendance. For each day a student is tardy they will lose 1% of their overall grade. For each day they are absent (unexcused) their grade will be lowered by 5%. Regular school attendance policies apply. Students should be aware of the tardy and truancy policy on campus.

<table>
<thead>
<tr>
<th><strong>Intervention Team 2012-2013</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 9 Teacher</strong></td>
</tr>
<tr>
<td>Michael Contreras: <a href="mailto:mcontreras@conejousd.org">mcontreras@conejousd.org</a></td>
</tr>
<tr>
<td>Academic Intervention Coordinator, Karen Kikuchi: <a href="mailto:kikuchi@conejousd.org">kikuchi@conejousd.org</a></td>
</tr>
<tr>
<td>Assistant Principal, Instruction, Karla DiDomizio: <a href="mailto:kdidomizio@conejousd.org">kdidomizio@conejousd.org</a></td>
</tr>
<tr>
<td><strong>Grade 10 Teacher</strong></td>
</tr>
<tr>
<td>Tiffani Coull: <a href="mailto:tcoull@conejousd.org">tcoull@conejousd.org</a></td>
</tr>
<tr>
<td>NPHS Counselors: (by student’s last name)</td>
</tr>
<tr>
<td>Richard Intelkofer (A-C), Chuck Severns (D-He), Lesely Drossin (Hi-Mc), Jose Ireta (Me-SA+ELD), Kris Swavely (Sc-Z)</td>
</tr>
</tbody>
</table>