

# The Single Plan for Student Achievement

## Thousand Oaks Elementary School

School Name

01-61143-6090310

CDS Code

Date of this revision: 5/17/13

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Gayle Hughes  
Position: Principal  
Telephone Number: (510) 644-6368  
Address: 840 Colusa Avenue  
Berkeley, CA 94707  
E-mail Address: gaylehughes@berkeley.net

## Berkeley Unified School District

School District

Superintendent: Javetta Cleveland/Neil Smith  
Telephone Number: (510) 644-6348  
Address: 2020 Bonar Street  
Berkeley, CA 94702  
E-mail Address: javettacleveland@berkeley.net/neilsmith@berkeley.net

The District Governing Board approved this revision of the School Plan on .

# I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> Thousand Oaks Elementary School	<b>School Year:</b> 2013-2014
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**Summary of School Goals:**

1. Curriculum & Instruction: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
2. Strategies to Promote Student Success: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success.
3. Family/Community Engagement: Establish partnerships with our families and community to increase academic success for all students.

<b>Site Committee Representatives:</b>	
Parents/Community	Staff
(Chair): Kevin W. Edwards	(Principal): Gayle Hughes
(Co-Chair, if applicable): Sharon Strachan	(Teacher): Gabriela Fuentes
Diana Iniguez	(Teacher): Bill Briggs
Lilliana Moncada	(Teacher): Matt Lipner
Nancy Hamill	(Classified): Jason Nealy
Rachel Hurwitz	Sharon Strachan (teacher)
Yahaira Sandoval	

**Signatures required for the following:**

BSEP Planning & Oversight Committee Representative:

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\_\_\_\_\_

DELAC Representative (District English Learner Advisory Committee):

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## II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Other:  
Parent/Caregivers (Spring 2013-Common Parent Survey)  
Staff (Staff Survey Spring 2013)  
PTA Executive Board (April 2013)

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 3/26/13.
8. This school plan was adopted by the School Governance Council on 4/17/13.

**Gayle Hughes**

Principal

Signature

Date

**Kevin W. Edwards**

School Governance Council Chair

Signature

Date

**Christina Faulkner**

Director, Curriculum & Instruction

Signature

Date

**Natasha Beery**

Director, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

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Co-Superintendent, Educational Services

Signature

Date

### **III. School Vision and Mission**

At Thousand Oaks School we believe in developing and nurturing students' natural love of learning. We embrace and seek to expand the multitude of life experiences that students bring; promoting self-confidence and a respect for diversity. To prepare students for their role as successful global citizens, our program is centered on academic progress and success. We provide a rigorous educational program supporting the development of effective communicators, critical thinkers and creative problem solvers.

#### **IV. School Profile**

Thousand Oaks Elementary has a current enrollment of 450 students, representing one of the largest elementary school in the district. We have a diverse school with no racial population exceeding 50%. The three largest racial groups are Latino, White, and Multi-ethnic. Since 2003, there have been some demographic shifts. Our Latino, White, and Asian population has increased, while our African-American, Multi-ethnic, and English Learner population has decreased. Based on No Child Left Behind (NCLB), the student subgroups at Thousand Oaks considered numerically significant by having 50 or more students are: Latino, White, English Learner, and Socio-Economically Disadvantaged Students. The demographics of Thousand Oaks differ in comparison to the district for several student subgroups. Thousand Oaks has a considerably lower number of African American students, yet a higher number of Hispanic/Latino, and English Learner students. The population trend at Thousand Oaks for Asian, White, and Socio-Economically Disadvantaged students is similar to that of the district.

See attached data analysis powerpoint for more demographic and academic data.

## **V. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Section IV)**

See attached Data Analysis file

### **B. Surveys**

The SGC developed and administered a school survey to parents/guardians. The purpose of the survey was to help determine the effectiveness of different programs, identify areas to improve, and measure the overall effectiveness of our school.

The results from the parent/guardian survey are attached.

### **C. Classroom Observations**

The school principal observes teachers through weekly informal classroom walkthroughs, and scheduled formal observations. The formal observation process consists of teachers identifying and setting professional goals, formal observations by the principal, pre and post observation conferences, and a summative evaluation. Both informal and formal observations provide information about instruction, curriculum, and student learning. This information is used to plan staff development and guide staff/ collaboration meetings.

### **D. Student Work and School Documents**

Teachers collaboratively meet during the year to analyze student work samples and plan instruction.

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests are given 3 times a year and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. The ADEPT test is administered to EL students 2-3 times yearly for placement in appropriate ELD levels and to monitor progress. Writing tests are given each trimester and measure students' proficiency in the areas of writing content and mechanics. Assessments are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. Teachers meet regularly to analyze formative assessment data to inform instruction. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies.

### **E. Analysis of Current Instructional Program (See Appendix E)**

THOUSAND OAKS ELEMENTARY SCHOOL

ACADEMIC ACHIEVEMENT:

Thousand Oaks is a Program Improvement School (Year 4, 2013).

1. State Accountability (API) (See Section VI, Table A): In 2012, Thousand Oak's Growth API was 876 (an increase of 31 points compared to the 2011 Base).

Thousand Oaks Elementary School has four statistically significant student populations and met the API Targets for all four groups. They are: Hispanic or Latino, White, Socioeconomically Disadvantaged, and English Learners.

- Socioeconomically-disadvantaged students (123 students) gained 15 points -792 API
- White students (88 students) gained 29 points – 966 API
- Latino/Hispanic students (115 students) gained 28 points - 819 API

- English Language Learners (82 students) gained 51 points – 806 API

Other student populations that are not statistically significant also showed API gains:

- African-American students (27 students) gained 67 points - 743 API

2. Federal Accountability (AYP) (See Section VI Tables 3 and 4): In 2012, Thousand Oaks Elementary met all Annual Measurement Objectives except for Mathematics for the Socio-Economically Disadvantaged subgroup. The school remains in Program Improvement because it did not meet AMO's in 2011; the school did meet AMO's in 2010. This year the only subgroup that held Thousand Oaks from meeting the AMO's for AYP was the Socioeconomically Disadvantaged subgroup in the area of math.

Mathematics (Grades 2-5): Thousand Oaks Elementary did not meet the state target of 79%. The school wide proficiency was 76.8%. Thousand Oaks did meet the target for 289 students and received a Safe Harbor designation for progress toward the AYP goal for Mathematics.

Significant Subgroup Gains:

- White students (total 88 students): 94.3% proficient (gain of 6.5%)
- Latino/Hispanic students (total 115 students): 67.0% proficient (gain of 1.2%)
- English Learners (total 82 students): 65.9% proficient (gain of 6.9%)
- Economically-disadvantaged students (total 123 students): 61.8% proficient (drop of .1%)

Although not considered a statistically significant subgroup at Thousand Oaks due to the low percentage of students, the following subgroups made significant gains:

- African-American students (27 students): (gain of 10.6%)
- Students with Disabilities (35 students): (gain of 2.4%)

Performance over time in math: Our English Learners and Socioeconomically Disadvantaged students have made gains of 131 and 108 API points respectively between 2006-2012.

English-Language Arts (Grades 2-5): Thousand Oaks Elementary did not meet the state target of 78.4%. The school wide proficiency was 70.3%. Thousand Oaks did meet the target for 289 students and received a Safe Harbor designation for progress toward the AYP goal for English-Language Arts.

Significant Subgroup Gains:

White students (total 88 students): 93.2% proficient (gain of 6.6%)  
 Latino/Hispanic students (total 115 students): 56.5% proficient (gain of 8.2%)  
 English Learners (total 82 students): 51.8% proficient (gain of 12.1%)  
 Economically-disadvantaged students (total 123 students): 46.8% proficient (gain of 2.6%)

Although not considered statistically significant subgroups at Thousand Oaks due to the low percentage of students, the following subgroups have also made significant gains:

- African-American students (27 students): (gain of 24% proficient)
- Asian students (22 students): (gain of 3.3%)
- Students with Disabilities (35 students): (gain of 9.9%)

3. Annual Measurable Achievement Objectives: Thousand Oaks Elementary School met the Annual Measurable Achievement Objectives (AMAO) for English Learners by meeting annual growth targets and far exceeding the state targets.

AMAO 1: Thousand Oaks exceeded the state target of 56% with 63% of English Learners achieved growth on the Annual CELDT test.

AMAO 2: Thousand Oaks exceeded the state target of 20.1% with 31.4% of English Learners meeting proficiency.

#### REDUCING BARRIERS TO ACHIEVE GOALS:

1. Thousand Oaks reduced the percentage of students with 5 or more unexcused absences from 24% in '10-'11 to 19% in '11-'12.
2. Thousand Oaks did not reduce the percentage of students with 10 or more absences from 27% in '10-'11 to 33 % in '11-'12
3. Thousand Oaks' percentage of African-American students identified for Special Education remained at the same level, 20% in both '10-'11 and '11-'12.
4. Thousand Oaks reduced the percentage of African-American students being suspended from 52% '10-'11 to 12% in '11-'12 .

#### PARENT SURVEY

The school conducted a Parent Engagement survey in March 2013 to

- learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;
- learn our community's knowledge of school expectations; and
- learn our community's knowledge of our reading program.

The survey included questions to develop actions and strategies to address three goals:

- to create a culture of literacy at the school;
- to create a culture of safety at the school;
- to determine priorities for arts education at the school.

Other venues for information sharing and input:

- Monthly PTA meetings
- Monthly School Governance Council meetings
- ELAC Meetings
- Voices of the Village Meetings
- Staff, ELAC & SGC Surveys
- Coffee with the Principal & Site Coordinator for Family Engagement
- Bi-monthly Positive Behavior Supports (PBS) Team meetings
- Weekly "Acorn Announcements" newsletter
- School Messenger robo-calls.

Our goal is to increase participation in the survey representing 56% of the student population in 2012-2013 to 65% of the student population in 2013-2014.

## **VI. Description of Barriers and Related School Goals**

The following conditions were identified as barriers to improvements in student achievement:

- lack of resources to provide consistent translation/interpretation (in office) in languages spoken by English language learner families across the school
- lack of staff hours to coordinate RtI groups/services
- the absence/tardy rate of under-performing students.
- student homelessness and transiency
- a lack of funding to support additional intervention programs and staff to teach intervention programs
- a lack of funding to hire substitute teachers to provide release time enabling teacher collaboration time.
- a lack of funding for increased counseling services.
- an inadequate supply of leveled reading materials to cover core themes in the history social science and science curricular areas (non-fiction).
- inequity of materials and assessment tools in Spanish to support students in the same manner that English only classroom students are served.
- an insufficient supply of textbooks, dictionaries, and literature materials in the native language of ELL students.
- a lack of art/physical education programs to engage students through kinesthetic or visual and performing arts experiences.
- the absence of a staff person to provide ongoing outreach to parents and the community.
- lack of necessary space to teach students, including locations for RTI services both during and after school

## VII. School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	270	290		82	88		24	27		16	23	
Growth API	845	875		937	966		676	743		905	913	
Base API	837	845		973	937		695	676		873	905	
Target	A	A		A	A							
Growth	8	30		-36	29							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	120	115		78	83		147	124		27	35	
Growth API	792	819		755	802		777	789		698	739	
Base API	758	791		729	755		736	777		740	698	
Target	5	5		5	5		5	5				
Growth	34	28		26	47		41	12				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

VII. School and Student Performance Data (continued)

**Table 2a - Title III Accountability (Thousand Oaks Elementary School)**

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	100	92	
Percent with Prior Year Data	94.0	100.0	
Number in Cohort	94	92	
Number Met	67	58	
Percent Met	71.3	63.0	
NCLB Target	54.6	56	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	108	15	105	12		
Number Met	41	--	33	--		
Percent Met	38.0	--	31.4	--		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

**Table 2b - Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1,098	846	
Percent with Prior Year Data	94.6	99.8	
Number in Cohort	1,039	844	
Number Met	630	550	
Percent Met	60.6	65.2	
NCLB Target	54.6	56	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	865	423	762	302		
Number Met	278	217	219	156		
Percent Met	32.1	51.3	28.7	51.7		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>No</b>	

**VII. School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	167	204		71	82		4	11		12	18	
Percent At or Above Proficient	61.9	70.3		86.6	93.2		16.7	40.7		75.0	78.3	
<b>ES/MS</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>
<b>HS</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	58	65		31	43		65	58		12	19	
Percent At or Above Proficient	48.3	56.5		39.7	51.8		44.2	46.8		44.4	54.3	
<b>ES/MS</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>	<b>67.6</b>	<b>78.4</b>	<b>89.2</b>
<b>HS</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>	<b>66.7</b>	<b>77.8</b>	<b>88.9</b>
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

**VII. School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	96	
Number At or Above Proficient	198	222		72	83		9	13		15	19	
Percent At or Above Proficient	73.3	76.8		87.8	94.3		37.5	48.1		93.8	86.4	
<b>ES/MS</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>
<b>HS</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	99		100	99		100	100	
Number At or Above Proficient	79	77		46	54		91	76		14	19	
Percent At or Above Proficient	65.8	67.0		59.0	65.9		61.9	61.8		51.9	54.3	
<b>ES/MS</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>	<b>68.5</b>	<b>79.0</b>	<b>89.5</b>
<b>HS</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>	<b>66.1</b>	<b>77.4</b>	<b>88.7</b>
Met AYP Criteria	No	Yes		Yes	Yes		Yes	No		--	--	

**VII. School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>			9	47	8	42	1	5	1	5	19
<b>2</b>	3	12	6	23	12	46	5	19			26
<b>3</b>	4	25	5	31	6	38	1	6			16
<b>4</b>	3	15	7	35	8	40			2	10	20
<b>5</b>	3	27	4	36	4	36					11
<b>Total</b>	13	14	31	34	38	41	7	8	3	3	92

## VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

### Goal #1: ACADEMIC ACHIEVEMENT

#### Goal Statement:

Thousand Oaks Elementary School will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments.

#### Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

English Language Learners (EL)

Grades 2-5 scoring at Far Below Basic and Below Basic on the California Standards Test (CST)

#### Anticipated annual performance growth for each group:

1.1 Reduce the percentage of all students scoring Below Basic and Far Below Basic on the CST in ELA and Math by at least 3 percentage points annually and increase the percentage of all significant student subgroups scoring Proficient in CST ELA and Math by 10%.

1.2 Increase the percentage of third graders demonstrating grade level proficiency 15% each year to reach 89.2% by 2014 using the Teacher College Reading and Writing Project Assessment (TCWRP)

1.3 Increase the percentage of English learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 70%.

1.4 Increase the percentage of English Learners demonstrating English language proficiency so that at least 60% of English learners will be re-classified as Fully English Proficient (RFEP) within six years of attending BUSD or another California school by 2014.

#### Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

RTI Snapshot Meetings

Professional Learning Community (PLC) Data Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

STAR CST data

Class Profiles

#### Group data to be collected to measure academic gains:

The Single Plan for Student Achievement

District Benchmark Assessments for ELA and Math  
 CST in English Language Arts and Math  
 California English Language Development Test (CELDT)  
 Teacher College Reading and Writing Project Assessment (TCWRP)  
 Re-Designation (RFEP) Records  
 ADEPT

**Total Expenditures in this Goal: \$164,329**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Prepare all students for continued success in English Language Arts by providing high quality instruction geared to student needs including appropriate modifications and accommodations.</p> <p>Thousand Oaks teachers and staff ensure implementation of a balanced, high quality English Language Arts Program using district adopted programs and practices within a dedicated literacy block. Common Core Standards will be implemented to inform instruction in writing and reading beginning 2013.</p> <p>Teachers will implement the Columbia Teacher's College Reading Program (TCRWP), Caulkin's writing program, guided reading, literature circles, readers' workshop, and spelling lessons, with the support of the Literacy Coach.</p> <p>Teachers will assess all students at the beginning of the year to ensure that intervention will begin in early October. Intervention will consist of Tier 2, small group and Tier 3 intensive support targeted to address identified needs of individual students, and Tier 1 interventions within the classrooms, with the support from the RtI team and the Literacy Coach.</p> <p>Teachers will use district assessments for writing to inform instruction and provide re-teaching mechanics.</p> <p>The Coach will provide ongoing training to teachers during staff meetings, monitor the progress of students, and will provide model lessons in classrooms.</p> <p>The Literacy Support Teacher will provide push-in support for students based on students' Fountas &amp; Pinnell reading assessment level using Leveled Literacy Intervention, Soar to Success, Hopscotch: EI</p>	August 2013 to June 2014	1102: Certificated – Monthly	Literacy Coach -1.0 FTE including district funded .55 FTE.	BSEP 36,750
		1102: Certificated – Monthly	Literacy Support Teacher - .60 FTE	BSEP 3,000 Title I 23,949 EIA-LEP 20,257 EIA-SCE 12,671
		4300: Instructional Materials & Equipment	Instructional Materials and Supplies (PTA may decide to fund \$10,000)	
		1116: Certificated – Hourly	Teacher Hourly (PTA may fund )	
		1116: Certificated – Hourly	Teacher initiated Professional Development	TIP 2,398

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Sistema de la intervención de lectura, and other intervention materials.</p> <p>Teachers will be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction. Teachers who have not yet been trained can receive professional development to implement TCRWP.</p> <p>The Principal and teachers will develop common agreements and school-wide practices for implementing Reader's Workshop at all grade levels. All appropriate and necessary materials, including leveled texts, literature circle materials, teacher resources, handwriting materials, listening centers/cds, books for classroom libraries, and writing materials will be provided.</p> <p>Dedicated Literacy Block:</p> <p>Instructional Minutes:            Kindergarten: minimum 60 minutes daily            1st-3rd grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading)            4th-5th grades: 90 minutes daily (including 45 minutes for writing)</p>				
<p>2. Prepare all students for continued success in Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.</p> <p>Thousand Oaks teachers and staff will develop common agreements for implementation of Common Core Standards Math Standards (CCMS) implementation of "A Story of Units", to ensure that all students are provided high quality mathematics instruction using "A Story of Units".</p> <p>There will be two Math Teacher Leaders (MTLs) on site as we pilot this new curriculum. These MTLs will mentor all teachers from K-5th in the understanding of the fluency, coherence and rigor of the program "A Story of Units". The majority of the mentoring cost will be absorbed by the district, but will be provided by our site as needed. MTLs will participate in ongoing training provided by the district.</p> <p>Use district math assessments to monitor student</p>	<p>August 2013 to June 2014</p>	<p>4300: Instructional Materials &amp; Equipment</p> <p>1116: Certificated – Hourly</p>	<p>Instructional materials and supplies, as funding becomes available.</p> <p>Teacher hourly</p>	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>progress; and increase use of assessments to backwards plan as well as to scaffold and differentiate instruction for students based on identified student need.</p> <p>Use the CCMS, "A Story of Units" curriculum, Noyce curriculum, Itembank and district math assessments to conduct data-driven teacher collaboration and professional development.</p> <p>Use the aforementioned assessment results to inform Response to Intervention (RtI) and after school intervention programs.</p> <p>Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5)</p> <p>All necessary materials, journals and mathematics manipulatives that are not provided by the district will be purchased as needed.</p> <p>It is accepted by the district and the Board of Education that this new implementation may affect the API of the school as during 2013-2014 students in grades 3-5 will continue to take the CST, CMA and CAPA, transitioning to the CCMS tests the following year.</p> <p>Instructional minutes:            Kindergarten: 50 minutes daily, including interventions            1st-5th grades: 60 minutes daily</p>				
<p>3. Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English language proficiency level each year.</p> <ul style="list-style-type: none"> <li>• Ensure every English Learner receives a minimum of 30 minutes of systematic ELD daily at the appropriate CELDT level using the district adopted program.</li> <li>• Implement a data driven system (ADEPT) to monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level per year. Use the ADEPT assessment to monitor the progress on ELs in order to target ELD instruction at the appropriate level.</li> <li>• Participate in district professional development</li> </ul>	<p>August 2013 to June 2014</p>	<p>4300: Instructional Materials &amp; Equipment</p> <p>1116: Certificated – Hourly</p>	<p>Instructional Materials and Supplies</p> <p>Teacher Hourly for PD, CELDT testing, Committee work (\$1,500 from S&amp;F c/o if avail, also use TIP funds)</p> <p>Teacher initiated Professional Development</p>	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>and provide site-level training in implementation strategies to ensure all students receive required ELD content.</p> <ul style="list-style-type: none"> <li>• Use ELD curriculum and materials, and supplementary materials based on student need.</li> <li>• Allocate hourly funds and provide substitutes to allow teachers and support staff to administer CELDT and ADEPT.</li> <li>• Hold parent/guardian workshops on understanding the CELDT and the ELD program at Thousand Oaks.</li> <li>• Devote staff/collaboration time to analyze CELDT levels, ADEPT assessment, and ELD instruction</li> <li>• Devote staff/collaboration time to strengthen instructional strategies for teaching ELs.</li> <li>• Purchase supplemental ELD materials as needed.</li> </ul>				
<p>4. Provide direct instruction in Academic Language Development (ALD) to ensure that all Academic Language Learners are engaged and supported during the 30 minute ELD/ALD instructional block.</p> <ul style="list-style-type: none"> <li>• Ensure every English Only and Fluent English Proficient student receives a minimum of 30 minutes of Academic Language instruction.</li> <li>• Use the RtI district coordinator to provide training and support in the use of ALD instructional materials.</li> <li>• Devote staff/collaboration time to strengthen instructional implementation and articulation amongst the grade levels.</li> <li>• Use the Common Core Language Arts Standards to drive instruction in ALD.</li> </ul>	August 2013 to June 2014	4300: Instructional Materials & Equipment 1116: Certificated – Hourly 1116: Certificated – Hourly 4380: Other / Reserve	Instructional Materials and Supplies	
<p>5. Provide students with academic enrichment and supervised activities that complement the classroom</p>	August 2013 to June 2014	4380: Other / Reserve	BUILD Tutor contract (if funds are made available from PTA or S&F)	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>curriculum beyond the traditional school day.</p> <p>Extend learning of K-5 programs with an afterschool intervention learning program that supports classroom learning and grade level proficiency:</p> <ul style="list-style-type: none"> <li>• Site Coordinator for Family Engagement will provide outreach to families to inform them of and invite them to access intervention opportunities.</li> <li>• Provide time for structured collaboration between afterschool staff and teachers.</li> <li>• Provide additional training on instructional strategies for afterschool staff to use during academic hour.</li> <li>• Expand the afterschool intervention program to incorporate all grades levels in order to support more students in reaching grade level proficiency.</li> <li>• Purchase state intervention materials to support student learning (math and ELA)</li> <li>• Use academic liaisons (classroom teachers) to model lessons, teach instructional strategies, and develop instructional materials to be used by the WRAS Instructional Technicians during Academic hour.</li> </ul>			c/o or WRAS)	
		1116: Certificated – Hourly		
		1116: Certificated – Hourly	Professional Development	
		4380: Other / Reserve		
		4380: Other / Reserve		
6.	August 2013 to June 2014	4300: Instructional Materials & Equipment	Teacher hourly (use c/o S&F funds if available)	EIA-LEP
<p>Implement a continuum of academic, behavioral, and/or other intervention strategies through the district's model of Response to Intervention and Instruction (RtI2).</p> <ul style="list-style-type: none"> <li>• Purchase additional intervention materials to strengthen the delivery of academic interventions. Use research based curriculum such as Read Naturally as part of Tier I &amp; II interventions.</li> <li>• Hold snapshot meetings (twice a year). Substitutes/ teacher hourly funds will be provided for teachers and necessary support staff to</li> </ul>		2102: Classified – Monthly	Bilingual Instructional Assistant .5 FTE	BSEP 6,000 EIA-LEP 12,373 EIA-SCE 2,681
		1102: Certificated – Monthly	RtI Coordinator .20 FTE	BSEP 18,650
		1102: Certificated – Monthly	Spanish Support Teacher .2 FTE (fund position if PTA funds are used to fund other areas)	BSEP 18,650

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>attend Snapshot meetings.</p> <ul style="list-style-type: none"> <li>• Improve implementation of Response to Intervention (RtI) three tiered response (classroom, small group, and learning center), with an emphasis on Tier I support.</li> <li>• Explore viability of a structured intervention time within the school day to be delivered by classroom teachers and support staff.</li> <li>• Provide push-in intervention support (Tier I and II) for identified groups of students within the classroom by classroom teachers and members of the RtI team (RtI Coordinator, Full Inclusion Teacher, Resource Teacher, Literacy Coach, Literacy Support, and other identified support staff).</li> <li>• Provide pull-out intervention support (Tier II and III) for identified students by members of the RtI team (Full Inclusion Teacher, Resource Teacher, Literacy Support, tutors, and other identified support staff).</li> <li>• Provide staff with professional development in differentiation and RtI practices with a focus on strengthening Tier I interventions (both academic and social-behavioral) using 4-6 week progress monitoring systems based on common assessments.</li> <li>• Continue case management of student support services including: hearing, vision, dental, homelessness, and other health and social service related issues, including attendance, with additional support provided by our Site Coordinator for Family Engagement and other district support staff.</li> <li>• Expand behavioral interventions to identified students, classes, or grade levels based on input from the RtI team, counseling, PBIS team, and teachers.</li> <li>• Improve system of RtI Team meetings in order to regularly collaborate and reflect on school-wide systems to meet the needs of identified students.</li> </ul>		4380: Other / Reserve	Reserve for Personnel Variance	BSEP 6,950

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>Classroom teachers and Rtl staff will meet during collaboration time and during assessment/ intervention wall time to analyze data on identified students and develop additional instructional strategies to implement when working with focus students.</li> </ul>				
<p>7. Improve transitions for students as they move from pre-school to kindergarten, from elementary to middle school, as well as the transitions from Special Education and English Learner status to the mainstream:</p> <ul style="list-style-type: none"> <li>Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes. Use BUSD Universal screening tool for assessment.</li> <li>Hold transition meetings for 5th grade Special Education students for middle school placement.</li> <li>Hold transition meetings for Pre-K Special Education students for Kindergarten placement.</li> <li>Hold Bilingual Program Parent Welcome/ Information Meeting prior to the end of the school year to share information related to the bilingual program model for the ensuing school year.</li> <li>Continue PTA sponsored Kindergarten welcoming gatherings such as summer meetings and the annual Kindergarten potluck to foster a smooth transition from Pre-K to K.</li> <li>Continue parent led and school sponsored welcoming orientations for new students and families to smooth the transition for new students to the site.</li> <li>Site Coordinator for Family Engagement will establish a Buddy Family system for families new to Thousand Oaks.</li> <li>Continue Middle School visitations by 5th grade students as organized/scheduled by the district.</li> </ul>	August 2013 to June 2014			

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>Hold and invite families and community members to yearly reclassification ceremony/celebrations as well as the Seal of Biliteracy celebrations for English Learner students who become reclassified at site level.</li> </ul>				
<p>8. Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards.</p> <ul style="list-style-type: none"> <li>Review Special Education goals during IEP meetings, RtI meetings, and staff collaboration time.</li> <li>Meet regularly with Special Education Area Supervisor, Full Inclusion Teacher, and Resource Teacher to review IEP goals for students and overall case load.</li> <li>Continue to create IEP goals in collaboration with classroom teacher based on the student's present level of functioning and anticipated growth.</li> <li>Ensure that IEP goals for Special Education students are measurable, aligned with state standards, and include a gradual increase of anticipated achievement, while reflecting high expectations for students.</li> <li>Special Education teachers, classroom teachers, instructional assistants, and other support providers, as appropriate, will collaborate regarding student progress and needs prior to IEP meetings and at the end of each academic year, to create a smooth transition for students.</li> <li>Substitutes will be provided to release teachers and allow for Special Education teachers to hold IEP meetings and conduct assessments during the school day.</li> <li>Assessments are done in student's primary language based on the recommendation of the IEP team.</li> </ul>	<p>August 2013 to June 2014</p>		<p>Substitutes (use c/o S&amp;F funds if available or TIP funds). PTA may fund.</p>	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>Substitutes may be provided to allow Special Education and regular classroom teachers to collaborate to share information and review IEPs for incoming students.</li> </ul>				
<p>9. Teachers will conduct data driven and results-based collaboration.</p> <ul style="list-style-type: none"> <li>Berkeley Office of Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement.</li> <li>Teachers and support staff will use the information gathered to plan and adjust targeted instruction.</li> <li>Classroom teachers will meet during collaboration and regularly scheduled assessment/intervention wall time to analyze data on identified students and develop additional instructional strategies to implement when working with focus students.</li> <li>Literacy Coach, Rtl staff, and classroom teachers will develop a data focused meeting format to implement during collaboration time in order to assess students' academic needs on an ongoing basis.</li> <li>Assessments in Math, Reading levels and Spelling will be administered at the beginning of the year in order to begin targeted interventions by the middle of October.</li> <li>Time will be allotted during staff meetings/collaboration time to group focus students for intervention and inform instruction in Tiers I, II, &amp; III.</li> </ul>	August 2013 to June 2014			
<p>10. Teachers use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all students.</p>	August 2013 to June 2014			

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>Utilize formative and summative assessment to differentiate instruction in the classroom to provide Tier I intervention.</li> <li>Support and training will be provided to staff by experts (BUSD district staff and or Equity Teacher Leaders) based on the Equity Rubric.</li> <li>All staff members, including both classified and certificated staff, will be invited and encouraged to participate in Equity training to promote an inclusive welcoming climate for staff, students and the school community.</li> </ul>				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$90,000	\$23,949	\$0	\$32,630	\$15,352	\$2,398	\$0

## **VIII. Planned Improvements in Student Performance (continued)**

### **Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS**

#### **Goal Statement:**

Thousand Oaks Elementary School will implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

#### **Student groups and grade levels to participate in this goal:**

All Kindergarten through Fifth Graders

Special Education Students

Students defined as "at-risk" through excessive absences or suspensions

African-American Students (to address disproportionality)

#### **Anticipated annual performance growth for each group:**

2.1 Reduce the number of students with ten or more total absences by 10% of the 2011-2012 percentages (enrollment reported as of June).

2.2 Reduce the number of African-American students identified for special education services with a specific focus on reducing the percentage of African-American students who are found eligible as specific learning disabled (SLD).

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

#### **Means of evaluating progress toward this goal:**

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

Rtl Snapshot Meetings

Positive Behavioral Intervention System (PBIS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

#### **Group data to be collected to measure academic gains:**

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBIS Report

**Total Expenditures in this Goal: \$21,153**

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Thousand Oaks will create a safe, inclusive and culturally responsive environment with a focus on educational equity by:</p> <ul style="list-style-type: none"> <li>• Staff will participate in ongoing professional development with support from our site Equity Teacher Leader(s) and the Supervisor of Culturally and Linguistically Responsive Systems and by using a variety of books and articles related to race, class, and privilege and how these impact students in our school.</li> <li>• Staff will discuss and implement culturally responsive teaching strategies such as Sharroky Hollie and other practices as identified by the Equity team, Leadership Team, teachers, and the district.</li> <li>• Staff will engage in peer observation and coaching on culturally responsive teaching techniques and student engagement strategies.</li> <li>• Staff will identify specific strategies and actions to address educational equity.</li> </ul>	August 2013 through June 2014		Instructional materials and supplies	
		1116: Certificated – Hourly	Substitutes (from TIP or S&F c/o of avail)	
			Professional Development	
<p>2. Thousand Oaks will continue to implement the district adopted programs: Positive Behavior Intervention Support (PBIS), Second Step, and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, prevent bullying, and promote positive behavior support.</p> <ul style="list-style-type: none"> <li>• School-wide rules and expectations are posted in all common areas, school communications, and communicated to parents/guardians.</li> <li>• Parents/Guardians continue to receive information on school rules at the beginning of the year. Rules will be referred to throughout the year.</li> <li>• PBIS Team will develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year.</li> </ul>	August 2013 through June 2014	2102: Classified – Monthly	School Service Aide .5 FTE (.35FTE)	BSEP 14,850 EIA-LEP 6,303
		1116: Certificated – Hourly		
		4300: Instructional Materials & Equipment	Instructional Materials and Supplies	
		5800: Contracted Services	Mental Health Counseling Services (use BSEP c/o or PTA funds to bring contract up to \$34,000).	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>• All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, use of common language, and by modeling expected behavior.</li> <li>• Staff will collaborate to map out and plan lessons based upon behavior data and strategize how to frame expected behaviors in a positive and supportive manner, emphasizing five positives to one corrective.</li> <li>• Staff will spend time analyzing office discipline referral data, calibrating when to refer students to the office, and as a school we will continue to implement a system for tracking minor behavior (minor behavior slips).</li> <li>• All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/deescalation strategies.</li> <li>• Develop common strategies for conflict resolution/de-escalation to empower students to resolve conflicts peacefully.</li> <li>• Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices.</li> <li>• Teachers and Principal will work collaboratively to identify and calendar key lessons in Second Step, Welcoming Schools, and PBIS lessons to be taught and reviewed at each grade level.</li> <li>• Teachers will identify and teach selected lessons from the Welcoming Schools anti-bias curriculum and PBIS resources to address issues of bullying and bias-related harassment to support BUSD's anti-bullying policy.</li> <li>• Noon duty supervisors and WRAS ("We Rock After School") Instructional Technicians along with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and</li> </ul>				

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>problem-solve student conflict situations as they arise.</p> <ul style="list-style-type: none"> <li>Staff will participate in professional development related to PBIS, with the support of the district Positive Behavior and Interventions and Support Coach, including, but not limited to school wide (eg.-playground and classroom management) strategies.</li> <li>Develop specific behavior interventions for individual students (as needed) and communicate student behavioral progress from one grade level to the next.</li> <li>Materials and supplies such as books, posters, dvds, walkie talkies, safety vests, software, and other supervision equipment will be purchased to support this implementation.</li> </ul>				
<p>3. Thousand Oaks will continue to implement a system of recognizing students for following school-wide behavior expectations as part of a positive behavior support system. This will include:</p> <ul style="list-style-type: none"> <li>Using teacher-hourly for team meetings,</li> <li>Using student awards of acknowledgment, and positive reinforcement coupons (gold leaf awards) to recognize students when they demonstrate positive behavior.</li> <li>Displaying/recognizing students in school newsletters and/or on school and class bulletin boards.</li> <li>Training new staff on Active Supervision methods.</li> <li>Involving students in selecting a school-wide rewards as positive reinforcement for demonstrating the four "Be's".</li> <li>Involving students in teaching school-wide expectations.</li> <li>Identifying other ways to recognize student success.</li> <li>Involve students in recognizing other students when they are observed following school-wide</li> </ul>	<p>August 2013 through June 2014</p>	<p>1116: Certificated – Hourly</p> <p>4300: Instructional Materials &amp; Equipment</p>	<p>Teacher hourly (use TIP or S&amp;F c/o if avail)</p> <p>Instructional Materials and Supplies (use S &amp; F c/o if avail)</p>	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
behavior expectations.				
<p>4. Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research:</p> <ul style="list-style-type: none"> <li>Thousand Oaks staff will observe colleagues that are effectively implementing culturally responsive teaching strategies and best practices. Substitutes will be provided to release teachers to conduct observations. Information from observations will be shared during staff and collaboration meetings.</li> <li>Teachers who request site funds and participate in professional development outside of B.U.S.D. will present strategies and information to staff during meetings and collaboration.</li> <li>Supplemental curriculum, materials, and instruction that provides depth, complexity, and challenges students exceeding the core standards-based curriculum will be implemented in classrooms during the school day.</li> </ul>	August 2013 through June 2014	1116: Certificated – Hourly	Teacher Hourly (use TIP or S&F c/o if avail)	
		4300: Instructional Materials & Equipment	Instructional Materials and Supplies	
<p>5. Address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, career and technical education, and gardening and cooking programs, as available.</p> <ul style="list-style-type: none"> <li>Time will be spent during collaboration meetings to develop lessons in visual arts to be implemented throughout the school year.</li> <li>Students in grades 3-5 will continue to participate in the B.U.S.D. music program.</li> <li>Regular communication with the Visual and Performing Arts District coordinator will occur.</li> </ul>	August 2013 through June 2013	4300: Instructional Materials & Equipment	Instructional Materials and Supplies	
		5800: Contracted Services	Possible YMCA contract (if funds are available from PTA-Approx. \$22,000)	
		5800: Contracted Services	MOCHA Visual Arts contract (PTA & Arts Anchor grant) may fund. Approx. \$7,000 site cost + anchor grant).	

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>Implement MOCHA visual arts lessons or other lessons from Arts organizations as identified by teachers.</li> <li>Continue to implement the YMCA PE Program, providing supervision and recess activities, coordination at all recesses, structured game time, and leadership opportunities, as funds become available.</li> <li>Additional materials and resources for specific school-wide projects may be purchased on an as need basis as funds become available.</li> </ul>				
<p>6. Support all teachers in developing programs to personalize the learning environment for all students:</p> <ul style="list-style-type: none"> <li>Thousand Oaks teachers and staff will provide specific differentiation, intervention, or remediation for students who excel, , need additional time to learn, are designated as Special Education students with Individual Education Plans (IEP), or are underperforming students.</li> <li>Collaboration and Staff meeting time will be spent discussing focus student, advanced learners, English Language Learner students, newcomers, or students who have a significant history of low achievement).</li> <li>Teachers will create individualized learning plans for focus students based on information from assessment and intervention wall meetings.</li> <li>K-5 Developmental Bilingual Program model will be implemented in order to fully support bilingual students in language development, transferability, and academics and to better prepare bilingual students for Middle School.</li> </ul>	August 2013 through June 2014	1116: Certificated – Hourly	Substitutes (use S&F c/o if avail)	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$14,850	\$0	\$0	\$6,303	\$0	\$0	\$0



**VIII. Planned Improvements in Student Performance (continued)**

**Goal #3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS**

**Goal Statement:**

Thousand Oaks Elementary School will establish partnerships with our families and community to increase academic success for all students while ensuring that all systems are culturally and linguistically responsive to the needs of our students and families.

**Student groups and grade levels to participate in this goal:**

All Kindergarten through Fifth Graders  
African-American and Hispanic / Latino Students and Families

**Anticipated annual performance growth for each group:**

- 3.1 Increase the percentage of families who report feeling welcomed and valued as a partner in their child’s education.
- 3.2 Increase the percentage of certificated employees of color by 3% annually.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

**Means of evaluating progress toward this goal:**

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:  
Professional Learning Community (PLC) Data Meetings to review survey results  
Other Collaboration / Staff Meetings

**Group data to be collected to measure academic gains:**

Parent Survey  
SGC Ethnicity Report  
CALPADS

**Total Expenditures in this Goal: \$3,344**

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Thousand Oaks staff will partner with the Family and Community Partnerships office, district PTA, DELAC, and other district staff and parent/ guardian groups to support site parents/ guardians to be first teachers,	August 2013 through June 2014	1116: Certificated – Hourly	Teacher hourly (S&F c/o if avail)	
		1116: Certificated – Hourly		
		2116: Classified – Hourly	Child care	Title I 421

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>advocates, and leaders. These groups will work in partnership for the benefit of student achievement and well-being.</p> <p>The school provides on-going professional development (such as 3 day cultural competency institute) to support staff in building partnerships and effective communication with families from diverse cultural, racial/ethnic, and socio-economic groups.</p>				
<p>2. Strengthen Thousand Oaks in honoring parents/guardians' capacity in leadership and advocacy for their children by providing forums that honor the needs, cultures and languages of our community.</p> <p>Thousand Oaks will provide parent forums and educational events on topics identified as critical by diverse parent/ guardian groups, including:</p> <ul style="list-style-type: none"> <li>Parents/Guardians will be invited to monthly Café Con Leche/Coffee with the Principal &amp; Site Coordinator for Family Engagement to provide an additional channel of communication and foster positive home-school relationships.</li> <li>Workshops and meetings for English Language Learner families, such as understanding the CELDT and teacher-family conferencing and "Pique". Specific workshops targeted to Spanish-speaking families (example: the Latino Family Literacy Project)</li> <li>Counseling workshops/ positive parenting workshops.</li> <li>Workshops focused on the core academic programs, Common Core Standards, Response to Intervention, college readiness, homework support (Ex: literacy strategies, math) and district/site based initiatives (Ex: PBIS, Welcoming Schools)</li> <li>Increase parent/ guardian input on school events and programs by making survey more accessible, holding parent/guardian forums, and holding other informational events.</li> <li>Specific parent groups will be formed based on</li> </ul>	<p>August 2013 through June 2014</p>	<p>2116: Classified – Hourly</p>	<p>Translation</p>	<p>Title I 1,000</p>
		<p>4380: Other / Reserve</p>	<p>Food, Refreshments for Parent Participation Meetings</p>	<p>Title I 256</p>
		<p>4380: Other / Reserve</p>	<p>Reserve</p>	<p>Title I 718 EIA-LEP 778 EIA-SCE 171</p>

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>input and interest from parents.</p> <ul style="list-style-type: none"> <li>Teacher hourly and other funds will be provided to pay for meeting facilitators, workshops, child care, translation, materials and supplies, and food.</li> </ul>				
<p>3. Thousand Oaks will hold school-wide community events, such as Back to School Night, Open House, assemblies, and other events as identified by the PTA and school staff to involve parents/guardians in our school community.</p> <ul style="list-style-type: none"> <li>All school communications such as newsletters, informational letters, and other correspondence will continue to be translated into Spanish.</li> <li>Translation will be provided for school events.</li> <li>Identify successful events as determined by survey responses and build on those successes.</li> </ul> <p>Funding for events: PTA, grants, Parent Involvement funds.</p>	August 2013 through June 2014	2116: Classified – Hourly	Translation	
<p>4. Thousand Oaks will provide direct support to parents/guardians at our school by:</p> <ul style="list-style-type: none"> <li>Forming specific parent/guardian groups to partner with teachers, based on parent interest and input.</li> <li>Identifying ways to further involve parents/guardians in supporting students academically.</li> <li>Providing support for parent/family needs through the services of the Site Coordinator for Family Engagement.</li> <li>Providing trainings to assist parents/guardians in providing academic support for their children in Math and Literacy.</li> <li>Identifying ways that parents/guardians can</li> </ul>	August 2013 through June 2014			

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>volunteer and become involved in school events, activities, and in the classroom.</p> <ul style="list-style-type: none"> <li>• Assisting parents in understanding and accessing school service support systems (support staff, SST process) by identifying a specific staff person and by making the process a visual representation (flow chart).</li> <li>• Assisting parents in accessing community based support organizations (Ex: counseling, school linked health services)</li> </ul>				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$0	\$2,395	\$0	\$778	\$171	\$0	\$0

**Appendix A - Program Summary: Thousand Oaks Elementary School**

<b>Goal 1</b>	
ACADEMIC ACHIEVEMENT	
BSEP	90,000
Title I	23,949
PTA	0
EIA-LEP	32,630
EIA-SCE	15,352
TIP	2,398
Other	0
<b>Total</b>	<b>164,329</b>

<b>Goal 2</b>	
STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	14,850
Title I	0
PTA	0
EIA-LEP	6,303
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>21,153</b>

<b>Goal 3</b>	
PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	0
Title I	2,395
PTA	0
EIA-LEP	778
EIA-SCE	171
TIP	0
Other	0
<b>Total</b>	<b>3,344</b>

<b>Goal 4</b>	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>0</b>

<b>Goal 5</b>	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>0</b>

<b>Total Expenditures</b>	
BSEP	104,850
Title I	26,344
PTA	0
EIA-LEP	39,711
EIA-SCE	15,523
TIP	2,398
Other	0
<b>Total</b>	<b>188,826</b>

<b>Total Allocation*</b>	
BSEP	104,850
Title I	26,344
PTA	0
EIA-LEP	39,711
EIA-SCE	15,524
TIP	2,398
Other	0
<b>Total</b>	<b>188,827</b>

<b>Funds to Allocate</b>	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	1
TIP	0
Other	0
<b>Total</b>	<b>1</b>

\* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

**Appendix B - Budget Summary: Thousand Oaks Elementary School**

<b>Object Code/Item</b>	<b>BSEP</b>	<b>Title I</b>	<b>PTA</b>	<b>EIA-LEP</b>	<b>EIA-SCE</b>	<b>TIP</b>	<b>Other</b>	<b>Total</b>
Monthly Tchrs	83,050	24,423		20,638	12,835			<b>140,946</b>
Hourly Teachers						2,398		<b>2,398</b>
Monthly Classified		1,421		19,073	2,689			<b>23,183</b>
Hourly Classified	14,850							<b>14,850</b>
Coach Stipends								<b>0</b>
Hourly Tutors								<b>0</b>
Noon Directors								<b>0</b>
Materials/Supplies								<b>0</b>
Conference & Travel								<b>0</b>
BUSD Buses								<b>0</b>
Contracted Services								<b>0</b>
Other/Reserve	6,950	500						<b>7,450</b>
<b>Total</b>	<b>104,850</b>	<b>26,344</b>	<b>0</b>	<b>39,711</b>	<b>15,524</b>	<b>2,398</b>	<b>0</b>	<b>188,827</b>

**Appendix C  
BSEP SCHOOL SITE DISCRETIONARY FUNDS  
School Year 2013-2014**

**Thousand Oaks School**

**Location Code: 120**

<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE:</b>			
1102	TEACHER - LITERACY COACH (.45 FTE)	\$36,750	
1102	TEACHER - LITERACY SUPPORT (.0297 FTE)	\$3,000	
1102	TEACHER - ULSS/RtI COORDINATOR (.20 FTE)	\$18,650	
1102	TEACHER - SPANISH SUPPORT - (.20 FTE)	\$18,650	
<b>TOTAL CERTIFICATED MONTHLY:</b>			<b>\$77,050</b>
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE:</b>			
1116	TEACHER HOURLY	\$0	
1116	CURRICULUM DEVELOPMENT	\$0	
1117	TEACHER STIPEND	\$0	
<b>TOTAL CERTIFICATED HOURLY:</b>			<b>\$0</b>
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE:</b>			
2102	INSTRUCTIONAL ASSISTANT - BILINGUAL (.135 FTE)	\$6,000	
2102	SCHOOL SERVICE AIDE (.35 FTE)	\$14,850	
<b>TOTAL CLASSIFIED MONTHLY:</b>			<b>\$20,850</b>
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE:</b>			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY	\$0	
2916	NOON DIRECTOR	\$0	
2916	PARENT LIAISON HOURLY	\$0	
<b>TOTAL CLASSIFIED HOURLY:</b>			<b>\$0</b>
<b>SUB-TOTAL PERSONNEL:</b>			<b>\$97,900</b>
<b>NON-SALARIED CATEGORIES</b>			
4200	SUPPLEMENTARY BOOKS	\$0	
4300	MATERIALS & SUPPLIES	\$0	
4400	EQUIPMENT (\$500-\$5,000)	\$0	
5200	TRAVEL / MILEAGE & CONFERENCES	\$0	
5805	MENTAL HEALTH CONTRACT	\$0	
<b>SUB-TOTAL NON-SALARIED:</b>			<b>\$0</b>
<b>TOTAL EXPENDITURES:</b>			<b>\$97,900</b>
<b>RESERVE FOR PERSONNEL VARIANCE &amp; SUBSEQUENT ALLOCATION (4380):</b>			<b>\$6,950</b>
<b>TOTAL FY 2014 BSEP ALLOCATION:</b>			<b>\$104,850</b>
<b>(DIFFERENCE):</b>			<b>\$0</b>

**NOTES:**

**Priorities for anticipated Fall 2013 Carryover:**

Counseling contract - up to a total of \$34,000

**BSEP FY 2013 Carryover is projected to be approximately \$40-50,000 due to lack of a Literacy Coach in FY 13**

**Appendix D – State and Federal Programs FY 2013-2014 Budget Projection**

**Berkeley Unified School District  
Office of Educational Services  
Preliminary Site Budget Allocations  
FY 2013 - 2014**

#	LOC	SCHOOL SITES	CALPADS Enrollment	(A)	(B)	(C)	(D = B + C)	(E)	(F)	(G = E + F)	(H = A + D + G)
				BSEP/Measure A FD 04, RS 0852 233/ Pupil	Title I, Part A (Basic)			EIA Funds			Total Pre. 2013-14 Allocation
				Basic Apport. RS 3010	Parent Involve. RS 3010	Total Title I, A	ELL RS 7091	SCE RS 7090	Total EIA		
1	112	Cragmont	416	96,928	20,696	483	21,179	23,111	11,344	34,455	152,562
2	113	Emerson	288	67,104	17,667	412	18,079	12,044	8,994	21,038	106,221
3	116	Jefferson	335	78,055	17,931	374	18,305	12,044	7,261	19,305	115,665
4	118	LeConte	337	78,521	19,055	445	19,500	27,342	11,845	39,187	137,208
5	126	Malcolm X	480	111,840	25,697	536	26,233	16,926	11,402	28,328	166,401
6	128	John Muir	260	60,580	18,355	383	18,738	13,346	8,609	21,955	101,273
7	119	Oxford	315	73,395	17,415	406	17,821	10,742	7,646	18,388	109,604
8	124	Rosa Parks	453	105,549	24,567	512	25,079	27,017	12,269	39,286	169,914
9	120	Thousand Oaks	450	104,850	25,743	601	26,344	39,711	15,524	55,235	186,429
10	121	Washington	447	104,151	18,929	442	19,371	18,554	10,439	28,993	152,515
11	123	Arts Magnet	404	94,132	22,210	518	22,728	16,275	10,901	27,176	144,036
<b>11</b>		<b>Total K-5 Schools</b>	<b>4,185</b>	<b>975,105</b>	<b>228,265</b>	<b>5,112</b>	<b>233,377</b>	<b>217,112</b>	<b>116,234</b>	<b>333,346</b>	<b>1,541,828</b>
1	132	King	880	205,040	48,005	1,001	49,006	22,785	24,153	46,938	300,984
2	127	Longfellow	479	111,607	38,236	892	39,128	18,228	19,068	37,296	188,031
3	131	Willard	511	119,063	35,586	830	36,416	13,020	20,243	33,263	188,742
<b>3</b>		<b>Total 6-8 Schools</b>	<b>1,870</b>	<b>435,710</b>	<b>121,827</b>	<b>2,723</b>	<b>124,550</b>	<b>54,033</b>	<b>63,464</b>	<b>117,497</b>	<b>677,757</b>
1	137	BHS *	3,026	705,058				75,191	76,927	152,118	857,176
2	136	B-Tech *	150	34,950	9,086	212	9,298	5,208	6,048	11,256	55,504
3	135	Independent Study *	150	34,950							34,950
<b>3</b>		<b>Total 9-12 Schools</b>	<b>3,326</b>	<b>774,958</b>	<b>9,086</b>	<b>212</b>	<b>9,298</b>	<b>80,399</b>	<b>82,975</b>	<b>163,374</b>	<b>947,630</b>
1	262	Early Childhood *	375	87,375	10,855		10,855				98,230
<b>1</b>		<b>Total Pre-k</b>	<b>375</b>	<b>87,375</b>	<b>10,855</b>		<b>10,855</b>				<b>98,230</b>
<b>18</b>		<b>TOTAL DISTRICT *</b>	<b>9,756</b>	<b>2,273,148</b>	<b>370,033</b>	<b>8,047</b>	<b>378,080</b>	<b>351,544</b>	<b>262,673</b>	<b>614,217</b>	<b>3,265,445</b>

**\* Notes for 2013-14 EIA Funding:**

- ~ New Local Control Funding Formula to replace old Weighted Student Funding based on Governor's Proposal for the 2013-14 State Budget and K-12 Education.
- ~ Will notify principals of new Local Control Funding Formula resource code when information becomes available.

**\* Notes for BSEP Funding:**

Per Pupil rate of \$233 is identical to that of FY 2012-13.

Enrollment figures for Independent Study, B-Tech, and Early Childhood are agreed-upon Average Enrollments.

Independent Study's enrollment is deducted from Berkeley High's CALPADS enrollment of 3,176.

**Berkeley Unified School District  
Office of Educational Services  
Teacher Initiated PD Allocation (TIP)  
FY 2013-2014**

#	LOC	SCHOOL SITES	FY 2012-13 Enrollment (10/3/2012 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.3299/ Pupil
1	112	Cragmont	416	\$2,217
2	113	Emerson	288	\$1,535
3	116	Jefferson	335	\$1,786
4	118	LeConte	337	\$1,796
5	126	Malcolm X	480	\$2,558
6	128	John Muir	260	\$1,386
7	119	Oxford	315	\$1,679
8	124	Rosa Parks	453	\$2,414
9	120	Thousand Oaks	450	\$2,398
10	121	Washington	447	\$2,382
11	123	Arts Magnet	404	\$2,153
<b>11</b>	<b>(A)</b>	<b>Total K-5 Schools</b>	<b>4,185</b>	<b>\$22,306</b>

1	132	King	880	\$4,690
2	127	Longfellow	479	\$2,553
3	131	Willard	511	\$2,724
<b>3</b>	<b>(B)</b>	<b>Total 6-8 Schools</b>	<b>1,870</b>	<b>\$9,967</b>

1	137	<i>BHS</i>	3,026	\$16,128
2	136	B-Tech	150	\$799
3	135	<i>Independent Study</i>	150	\$799
<b>3</b>	<b>(C)</b>	<b>Total 9-12 Schools</b>	<b>3,326</b>	<b>\$17,727</b>

<b>17</b>	<b>D=A+B+C</b>	<b>TOTAL DISTRICT</b>	<b>9,381</b>	<b>\$50,000</b>
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	\$9,381
	Per Pupil Allocation	\$5.3299

**Notes for TIP Funding:**

- \* Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- \* Independent Study receives funding for 150 students.
- \* Berkeley High's CBEDS enrollment is decreased by 150 pupils (from 3,176 to 3,026); those pupils are enrolled in the Independent Study program.

## Appendix E - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

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

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

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

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Local assessments in reading, math, and writing guide instruction. Reading Tests, Fountas and Pinnell Reading assessment, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice in the areas of English Language Arts, Math, and Science (5th grade). CELDT is administered to all EL students each fall to provide information on their academic progress.

The CogAt GATE test is administered to all 3rd grade students. Those scoring at a specific level are designated as gifted students (GATE), and teachers differentiate curriculum for them.

Teachers can receive training on using differentiated instruction to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, differentiated instruction, Writing Workshop, enrichment through art, music, cooking, gardening, and after school programs. In addition every teacher formally plans and assesses their own teaching plans and delivery.

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Weekly gathered data, running records and BEAR spelling assessments, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. The

RTi team uses this assessment information along with datawise information to identify students for intervention services.

### Staffing and Professional Development

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

All teaching staff at Thousand Oaks are certificated and teaching within their credentialed area. In addition, all teachers are CLAD certified, enabling them to teach English Language Learners.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

All teaching staff have attended SB472 training on implementing our district adopted Everyday Mathematics curriculum. New staff attended Math Orientation training and receive assistance and coaching from the district math coach and the site Math Lead teacher. For the 2013-2014 school year, staff will be implementing a pilot program which incorporated Common Core Standards.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teaching staff attended SB472 training on implementing our district adopted Everyday Mathematics curriculum.

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

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.

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

Literacy instructional assistance is provided by our site-based Literacy Coach. The Literacy Coach provides ongoing support and assistance for teachers through collaborative planning, co-teaching, and small group instruction. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques.

District math coaches along with our math teacher leaders, model lessons, help teachers build Math curriculum based on the Common Core Standards. and set up yearly math teaching plans.

The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

## Teaching and Learning

### 9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

### 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculums)  
30 English Language Development  
60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)  
30 English Language Development  
60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts (reading and writing)  
30 English Language Development and other English Language Arts interventions  
50 Math, including interventions

### 11. Lesson pacing schedule (EPC)

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide

### 12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Standards-based instructional materials are used at every grade level for core curriculum. Additional materials in Spanish have been purchased with site funds to provide English Language Learners and students in the bilingual program access to the core curriculum.

### 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Teachers use SBE-adopted, standards-aligned instructional materials for the core curriculum.

## Opportunity and Equal Educational Access

### 14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

There are during school and after school support services that enable underperforming students to meet standards. The services include: Reading Recovery, Leveled Literacy Intervention, Hopscotch: El Programa de Intervención de lectura, Marilyn Burns Math Intervention modules, support through the RtI program, math clinic, reading clinic, writing clinic, ELD, and school-based support from the Resource Teacher and Full Inclusion Teacher.

### 15. Research-based educational practices to raise student achievement at this school (NCLB)

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods.

Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives

### 16. Opportunities for increased learning time (Title I SWP and PI requirement)

Afterschool academic interventions taught by teachers provide students who are struggling academically the opportunity to develop skills and concepts necessary to reach grade level proficiency. Volunteers provide additional assistance during this time.

The afterschool programs provide a structured environment for students to complete their homework in grade level groups. Instructional Technicians and contracted tutors provide mentoring and support for students during this time.

### 17. Transition from preschool to kindergarten (Title I SWP)

Transition meetings are held for Special Education preschool students entering Kindergarten. The Full Inclusion teacher attends these meetings in order to inform staff of the student's needs once the student is enrolled in kindergarten. In addition, Kindergarten teachers regularly contact preschool teachers to learn additional information about students in their class. At times, preschool programs contact the school to observe kindergarten classes and meet with teachers in order to better prepare students for Kindergarten.

## Involvement

### 18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable us to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teacher and Full Inclusion Teacher work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support.

Other support services include: Adaptive Physical Education, Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students and our counselors provide free parenting trainings and talks.

### 19. Strategies to increase parental involvement (Title I SWP)

Thousand Oaks has an active PTA and ELAC and parents are involved in our SGC. Parents also regularly volunteer in classrooms and with special events such as Cinco de Mayo, Black History Month potluck, and Feliz Friday. There are numerous celebrations, evening activities, informational trainings, and assemblies that occur throughout the year where parents can be involved.

While parent involvement is strong, we continuously seek to find ways to better engage and involve parents, and in particular underrepresented parent groups. This is a goal for 2013-2014.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Governance Council is composed of 6 parents and 4 teachers, one classified staff member and the principal, who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. An annual survey is conducted by the SGC and given to parents/guardians. The survey information is used to develop priorities for the school and identify areas to improve.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Funding is used for materials to support and increase the academic abilities of second language learners. Teachers have been trained in Systematic ELD and all use Guided Reading Plus (enhanced guided reading strategies) daily in their classrooms. English Language Development professional development and coaching is provided by the district English Learner Coach.

Data guides the work of the instructional staff including the Literacy Coach, Literacy Support Teacher, Spanish Support Teacher and Special Education Teachers and the Rtl Coordinator, who instruct in all of the techniques of in-class guided reading and literacy and literacy block instruction.

Underperforming students receive assistance from intervention teachers and an instructional assistant. Their services are coordinated with the classroom teacher to target the same learning goals outlined in student IEPs and regular education plans.

The Rtl Coordinator and Rtl teacher leader coordinate and implement intervention for individuals or small groups of students based on their assessment results. The implementation of this program enables low performing student to have greater access to needed supports so they can achieve success in meeting standards.

22. Fiscal support (EPC)

Thousand Oaks represents one of the largest Elementary schools in the district. We truly have a diverse student population, including a high percentage of English Language Learners, a number of GATE identified students, and almost half of our students receiving free and/or reduced lunch. This diversity enriches our school and also poses challenges as at times we have limited resources to best meet the needs of our students. Students would benefit from increased resources in the areas of Literacy support, Speech and Language, and ULSS support. It is our hope that through strategic budgeting and by identifying and acquiring additional funding sources (such as grants) that we can more fully serve our growing and diverse student population.

Fiscal support is provided through the BUSD general fund, district and teacher/parent generated grants, parent fund raising, and state and federal funds. Additionally, the city BSEP funds support the school with educational materials, lower class sizes, a librarian, books, enrichment programs, and physical improvements.

## Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### Student Pledge:

I realize my education is important and I am responsible for my success. I will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Be safe, respectful and responsible at all times.
- Be an attentive and cooperative learner.
- Make good decisions and work out conflicts in positive, nonviolent ways.
- Arrive at school on time every day and arrive at class on time after every recess.
- Follow school-rules and adult directions.
- Give my parent(s)/guardian(s) corrected work and notes from the school.

### Parents Pledge:

I understand that my involvement in my child's education is essential to his/her success. I will:

- Communicate and model the importance of learning to my child.
- Attend Back to School Night, Parent Conferences, and Open House and other school events.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Guarantee that my child arrives to school on time every day.
- Make sure my child gets an adequate night's rest and has a healthy diet.
- Provide a designated place for my child to complete homework.
- Read to my child or encourage my child to read every day.
- Treat my child's teacher and other school staff with courtesy and respect.
- Encourage my child to resolve conflicts in positive, nonviolent ways.
- Support and respect the school district's homework, discipline and attendance policies.
- Read all communications from the school.
- Work as part of a supportive team with my child's teacher and other school staff.

### Staff Pledge:

We understand the importance of school to every child and our role as educators and role models. We will:

- Provide high-quality curriculum and instruction based on State standards.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide an engaging, safe, and caring learning environment.
- Help children resolve conflicts in positive, nonviolent ways.
- Maintain positive, professional relationships with students, parents, guardians, and families.
- Respect the cultural differences of students and their families.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

