

The Single Plan for Student Achievement

Thousand Oaks Elementary School

School Name

01-61143-6090310

CDS Code

Date of this revision: 5/30/14

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:

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Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Thousand Oaks Elementary School		School Year: 2014-2015
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.		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Nancy Hamill		(Principal): Jennifer Corn
(Co-Chair, if applicable): Rachel Hurwitz		(Teacher): Patty Casetta
Lauren Frost		(Teacher): Bill Briggs
Karen Tompkins		(Teacher): Matt Lipner
Daria Wrubel		(Classified): Ilmilian Finch
Hazelle Fortich		Sharon Strachan (teacher)

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:



DELAC Representative (District English Learner Advisory Committee):



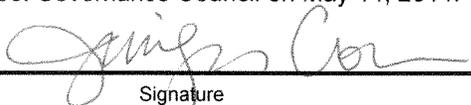
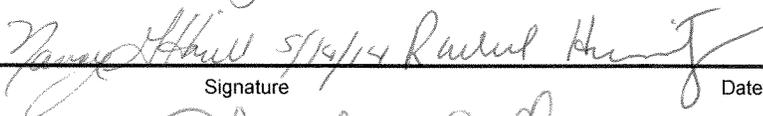
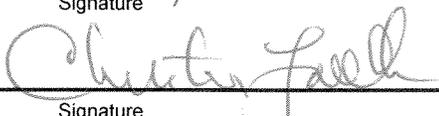
II. Recommendations and Assurances

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 2014-Common Parent Survey)
 - Staff (Staff Survey Spring 2014, as well as staff meetings and Leadership Team meetings)
 - Students (Student Survey 2014)

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 May 13, 2014.
8. This school plan was adopted by the School Governance Council on May 14, 2014.

Jennifer Corn Principal		5/14/14 Date
Nancy Hamill and Rachel Hurwitz School Governance Council Chair		5/14/14 5/14/14 Date
Christina Faulkner Director, Curriculum & Instruction		6-16-14 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/16/14 Date
Neil Smith Assistant Superintendent, Educational Services		6/16/14 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 roles 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 471 students. We have a diverse school with no racial population exceeding 50%. The four largest racial groups are Latino, White, African-American, 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. 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.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

See attached Data Analysis file

B. Surveys

The SGC developed and administered school surveys to parents/guardians, staff, and students. The purpose of the surveys 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 surveys are attached.

C. Classroom Observations

The school principal observes teachers through informal classroom walkthroughs and formal observations. The formal observation process consists of teachers identifying and setting professional goals, formal observations by the principal, 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 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 (both content and mechanics) and spelling. Teachers have also administered mid-module and end-of-module math assessments throughout the school year. These formative 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.

The ADEPT test is administered to EL students 2-3 times yearly for placement in appropriate ELD levels and to monitor progress. CELDT is administered to all EL students each fall to provide information on their academic progress.

In 2014, the only state testing was the 5th grade Science CST. At 3rd-5th grades, students participated in a field test of the new Common Core-aligned SBA.

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

THOUSAND OAKS ELEMENTARY SCHOOL

ACADEMIC ACHIEVEMENT:

Thousand Oaks is a Program Improvement School.

1. State Accountability (API) (See Section VI, Table A): In 2013, Thousand Oak's Growth API was 868 (a decrease of 8 points compared with the 2012 base).

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

- Socioeconomically-disadvantaged students gained 3 points—795 API—but did not meet growth target
- White students decreased 17 points—950 API—and met growth target
- Latino/Hispanic students decreased 27 points—792 API—and did not meet growth target
- English Language Learners decreased 44 points—763 API—and did not meet growth target

Our African-American subgroup showed significant API gains (58 point increase), and Students with Disabilities showed modest gains (10 points) in API as well. While both of these subgroups consist of small numbers of students and the data can therefore be volatile from year to year, we are nonetheless proud of these gains. In recent years, a robust African-American parents group (Voices of the Village) and student group (The Journey) have strengthened connections between the school and African-American students and families.

2.Federal Accountability (AYP) (See Section VI Tables 3 and 4): In 2012, Thousand Oaks Elementary met 15 of 21 Annual Measurement Objectives in 2013.

Mathematics (Grades 2-5): Thousand Oaks Elementary did not meet the state target of 89.5%. The school wide proficiency rate was 75.9%.

Subgroups:

- White students: 90.1% proficient
- Latino/Hispanic students: 64.8% proficient
- English Learners: 59.5% proficient
- Economically-disadvantaged students: 62.7% proficient
- African-American students: 53.3% proficient
- Students with Disabilities: 48.8% proficient

English-Language Arts (Grades 2-5): Thousand Oaks Elementary did not meet the state target of 89.2%. The school wide proficiency rate was 67.1%

Subgroups:

- White students: 87.1% proficient
- Latino/Hispanic students: 46.7% proficient
- English Learners: 40.5% proficient
- Economically-disadvantaged students: 49.3% proficient
- African-American students: 50% proficient
- Students with Disabilities: 51.2% proficient

We were disappointed to see decreases in the achievement levels of many subgroups between '11-'12 and '12-'13. One possible explanation is the transition to Common Core State Standards, which led to a shift in the focus of our instruction beginning in '12-'13, and to a de-emphasizing of the California Standards Test (CST) in its final year of implementation for Math and English Language Arts (2013). During this transition from the CST to the SBA (Smarter Balanced Assessment), our local assessment data is essential, as it provides a consistent measure for analyzing growth from year to year in Language Arts (in math, unfortunately, our local assessments have changed as well). Below are subgroups' proficiency rates in reading in 11-12 and 12-13, according to the reading assessment that teachers administer one-on-one three times a year, aligned to our TCRWP (Teachers College Reading and Writing Project) reading program:

- White students: 71% proficient in Spring 2012, 67% proficient in Spring 2013
- Latino/Hispanic students: 48% proficient in Spring 2012, 43% proficient in Spring 2013
- English Learners: 36% proficient in Spring 2012, 38% proficient in Spring 2013
- Economically-disadvantaged students: unknown for 2012, 40% proficient in Spring 2013
- African-American students: 48% proficient in Spring 2012, 35% proficient in Spring 2013
- Students with Disabilities: 16% proficient in Spring 2012, 22% proficient in Spring 2013

Most subgroups saw a decrease in proficiency rates according to the TCRWP assessment measure. The discrepancies between the TCRWP data and the CST/AYP/API data invite further data analysis and reflection, as well. The TCRWP assessment is given to all students, K-5th, while the CST was only administered to students in grades 2-5. Additionally, many students with disabilities took a modified exam as part of STAR testing, so their results on the state testing are much stronger than their TCRWP results. Nonetheless, the low proficiency rates of many subgroups combined with the decrease in proficiency rates from 2012 to 2013 is alarming and points to the need for increased academic interventions for struggling students, including early interventions for our youngest students.

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 57.5% with 63.8% of English Learners achieving growth on the Annual CELDT test.

AMAO 2: Thousand Oaks exceeded the state target of 21.4% with 31.4% of English Learners meeting proficiency.

REDUCING BARRIERS TO ACHIEVE GOALS:

1. Thousand Oaks increased the percentage of students with 5 or more unexcused absences from 19% in '11-'12 to 22% in '12-'13.
2. The percentage of Thousand Oaks students with absences for more than 10% of school days decreased from 8% in '11-'12 to 5% in '12-'13.
3. Thousand Oaks' percentage of Special Education students who are African-American dropped from 39% in '11-'12 to 19% in '12-'13.
4. Thousand Oaks reduced the percentage of African-American students being suspended from 12% in '11-'12 to <2% in '12-'13.

SURVEYS

The school conducted a Parent Engagement survey in March/April 2014 to

- learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;
- learn our community's funding priorities for enrichment programs;
- learn our community's funding priorities for academic support.

In 2013, families representing 205 Thousand Oaks students responded to the FAMILY SURVEY, and in 2014 229 students' families responded.

In addition to the Family Common Survey, the SGC conducted Student (grades 3-5) and Staff (Classified and Certificated) surveys. The SGC worked with the results of all three surveys to assist in identifying common trends with regards to school climate, student behavior, academic achievement, and funding priorities for our site.

229 students were represented in the family survey. 246 third-fifth graders (over 94 percent) participated in the Student Survey. Over 40 staff members completed the Staff survey.

Results were very similar with regards to student and family responses. In both, over 80 % responded that they enjoyed or their children enjoyed attending school. 98% of students feel that they are treated with respect by school staff, whereas 96% of parent felt respected by staff. 98% of students stated that they felt their teacher(s) believe that they can learn. 86% of the staff felt respected by parents and families in their partnership with families. Staff overwhelmingly felt supported by the site administration.

All three surveys shared similar results in placing a high emphasis and priority for funding Literacy and Math interventions, Cooking, Art, YMCA playground supervision, and Music (for the lower grades).

Compared to previous years, all groups indicated an increased awareness of school wide behavior expectations (four Bs) as well as a general feeling of safety comfort, and student engagement on the playground.

As a group, the SGC continues to use the data from the survey to shape our PBIS program, increase awareness through culturally and emotionally relevant and inclusive programs (Welcoming Schools, Gender Spectrum), and appropriations of funds to best serve our under performing students (both with regards to social emotional support and to academic interventions and support). Ongoing review of these goals and our methods used to achieve them are supported by the data from our three surveys.

VI. Description of Barriers and Related School Goals

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

- Inadequate staffing to provide consistent, intensive academic interventions to all students who are performing below grade-level in math and reading
- Inadequate support for our English Learner students, who struggle with the increasing linguistic demands of Common Core standards
- Absence and tardy rates of low-performing students
- Inadequate mental health services on-site
- Inadequate instructional materials, particularly (1) Spanish-language resources for bilingual classrooms and (2) classroom libraries
- Inadequate time for teachers to collaborate, plan together, analyze student achievement data, etc
- Lack of necessary space to teach students, including locations for RTI services both during and after school
- Need for increased transparency and clear lines of communication in RTI systems and processes
- New hires in '13-'14 (Principal, Literacy Coach, Family Engagement Coordinator, School Counselor, YMCA Coaches) have presented both challenges and opportunities. We anticipate much greater consistency in staffing in '14-'15.
- Inadequate opportunities for classified staff to participate in professional development and collaborative work toward school goals.
- Math curriculum provides insufficient opportunities for differentiation.

We made progress toward addressing many of these barriers in 2013-14, but challenges remain as we plan for '14-'15. For example, classified staff have participated in "race talks" during Wednesday collaboration time, Special Ed Instructional Assistants have been active participants in IEP meetings, and 5 classified staff members attended our staff retreat in February--yet we know that leveraging the considerable talents and expertise of our classified personnel remains a challenge. Additionally, we are adding intervention staff in the future yet we anticipate that we will still struggle to meet the needs of all below-benchmark students. Similarly, we have bought Spanish-language materials for bilingual classrooms and will continue to do so--yet we know that teachers and students will continue to lack Spanish-language instructional materials, which are difficult to find and expensive to purchase. Upon reflection on the above barriers, our proposed goals and actions for '14-'15 focus primarily on the following:

- Continuing to streamline and strengthen our RESPONSE TO INTERVENTION (RTI) systems, including increasing intervention services for students struggling with Math and our large numbers of English Learner students, as well as referral and progress monitoring systems, and communication between classroom teachers and intervention providers,
- Providing increased support to ENGLISH LEARNER students
- Year Two implementation of COMMON CORE standards for Math and Language Arts schoolwide, which will require extensive professional development, teacher collaboration, and support

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	289	316		88	101		27	30		22	20	
Growth API	876	868		966	950		743	801		932	900	
Base API	845	876		937	967		676	736		905	932	
Target	A	A		A	A							
Growth	31	-8		29	-17							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	115	122		82	84		123	142		35	43	
Growth API	819	792		806	763		792	794		739	749	
Base API	791	819		755	807		777	791		698	739	
Target	5	A		5	A		5	5				
Growth	28	-27		51	-44		15	3				
Met Target	Yes	No		Yes	No		Yes	No				

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	92	95	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	92	95	
Number Met	58	61	
Percent Met	63.0%	64.2%	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	105	12	105	17		
Number Met	33	--	38	--		
Percent Met	31.4%	--	36.2%	--		
NCLB Target	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		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	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		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	97		100	100	
Number At or Above Proficient	204	212		82	88		11	15		18	15	
Percent At or Above Proficient	70.6	67.1		93.2	87.1		40.7	50.0		81.8	75.0	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	100	
Number At or Above Proficient	65	57		43	34		58	70		19	22	
Percent At or Above Proficient	56.5	46.7		52.4	40.5		47.2	49.3		54.3	51.2	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	97		96	100	
Number At or Above Proficient	222	240		83	91		13	16		19	18	
Percent At or Above Proficient	76.8	75.9		94.3	90.1		48.1	53.3		86.4	90.0	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		99	100		99	99		100	100	
Number At or Above Proficient	77	79		54	50		76	89		19	21	
Percent At or Above Proficient	67.0	64.8		65.9	59.5		61.8	62.7		54.3	48.8	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	No		No	Yes		--	--	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1			9	64	3	21			2	14	14
2	2	12	3	18	7	41	4	24	1	6	17
3	5	17	12	40	12	40			1	3	30
4	4	25	7	44	4	25	1	6			16
5	6	35	8	47	3	18					17
Total	17	18	39	41	30	32	5	5	4	4	95

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			11	50	4	18	5	23	2	9	22
2	1	6	3	19	8	50	4	25			16
3			6	35	6	35	4	24	1	6	17
4	9	33	13	48	5	19					27
5	5	36	6	43	3	21					14
Total	15	16	39	41	26	27	13	14	3	3	96

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:

All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress towards English fluency.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders
English Language Learners (EL)

Anticipated annual performance growth for each group:

1. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The percentage of each applicable student subgroup reaching third grade reading level will increase by at least seven percentage points each year.
- 1.2 By 2016-17, 70% of English Learners will demonstrate at least one year of progress toward English fluency as measured by the state English proficiency test (CELDT).
- 1.3 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
Class Profiles

Group data to be collected to measure academic gains:

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

Total Expenditures in this Goal: \$63,597

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Literacy</p> <p>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 are being implemented to inform instruction in writing and reading.</p> <p>Teachers will implement the Columbia Teacher's College Reading Program (TCRWP), Calkins' 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 interventions will begin in September. 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 Rtl 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 Literacy Coach will provide ongoing training to teachers and relevant support staff during staff meetings, monitor the progress of students, and will provide model lessons in classrooms.</p> <p>Teachers will be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction.</p> <p>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>August 2014 to June 2015</p>	<p>1102: Certificated – Monthly</p>	<p>Literacy Coach -1.0 FTE including district and LCAP-funded .75 FTE.</p>	<p>BSEP 26,085</p>
		<p>4300: Instructional Materials & Equipment</p>	<p>Instructional Materials and Supplies</p>	<p>BSEP 10,000</p>
		<p>1116: Certificated – Hourly</p>	<p>Substitutes to provide release time for teachers to plan together, observe one another</p>	<p>TIP 2,452</p>
		<p>4380: Other / Reserve</p>	<p>Personnel Variance</p>	<p>BSEP 1,835</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<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. Math</p> <p>Prepare all students for continued success in Mathematics by providing high quality instruction geared to student needs including appropriate modifications and accommodations.</p> <p>A math intervention teacher will serve small groups of students, providing extra support in math. Students will be identified based on their results on district assessments.</p> <p>Thousand Oaks teachers and staff will continue to implement Common Core Math Standards (CCMS) using the curriculum "A Story of Units."</p> <p>There will be a Math Teacher Leaders (MTL) on site as we pilot this new curriculum. The MTL will mentor all teachers from K-5th in the understanding of the fluency, coherence and rigor of the program "A Story of Units". The MTL will participate in ongoing training provided by the district.</p> <p>Use district math assessments to monitor student 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>Participate in ongoing training for K-5 math curriculum and instruction (all teachers and relevant support staff 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>Instructional Minutes: Kindergarten: 50 minutes daily, including interventions 1st-5th grades: 60 minutes daily</p>	August 2014 to June 2015	1102: Certificated – Monthly	Math intervention teacher .20 FTE	BSEP 18,225
		4300: Instructional Materials & Equipment	Math materials, including manipulatives and intervention materials	PTA 2,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
3. English Language Development	August 2014 to June 2015	1102: Certificated – Monthly	LCAP-funded ELD teacher .8 FTE (LCAP-funded)	
<p>Provide direct instruction in English Language Development to ensure that every English Learner gains at least one English language proficiency level each year.</p> <p>Our LCAP-funded ELD teacher will teach ELD classes, coordinate our schoolwide systems for assessing and teaching ELD, and deliver interventions to ELs who need additional support in English reading or writing.</p> <p>Elements of our ELD program:</p> <ul style="list-style-type: none"> • Ensure every English Learner receives a minimum of 30 minutes of systematic ELD daily at the appropriate CELDT level using the district adopted program (Systematic ELD units). • 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. • Participate in district professional development and provide site-level training to teachers and staff, to ensure that all EL students receive required ELD content. • Use ELD curriculum and materials, and supplementary materials based on student need. • Hold parent/guardian workshops on understanding the CELDT and the ELD program at Thousand Oaks. • Devote staff/collaboration time to analyzing CELDT levels, ADEPT assessments, and ELD instruction • Devote staff/collaboration time to strengthening instructional strategies for teaching ELs. • Purchase supplemental ELD materials as needed. <p>ELD instruction will be restructured. Rather than one schoolwide ELD period from 8:00 to 8:30 daily, we will provide ELD instruction at four different time periods, staggered throughout the morning. ELD will be taught</p>	4300: Instructional Materials & Equipment	ELD materials. Increase funding if carryover funds become available	PTA 2,500	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
four times per week for forty minutes each day. This schedule will allow us to leverage our new ELD teacher to teach four groups of English Learners, lowering class size and improving differentiation for all students.				
<p>4. Language Switch Time: Differentiation, Enrichment, and Academic Language Development</p> <p>The restructured ELD "switch time" schedule will create opportunities to provide reading intervention and academic language support to non-English Learner students. Once ELD classes have been assigned, teachers will group English-Only and IFEP students for intervention, academic language development, or enrichment. Teachers will collaborate during Wednesday staff meetings to examine student data and group students, develop curriculum, and set goals.</p>	August 2014 to June 2015			
<p>5. Using Data to Inform Instruction</p> <p>Teachers will regularly conduct data-driven and results-based collaboration during Wednesday staff meetings and collaboration time. Grade-level teams will meet with the Principal, Literacy Coach, and/or RTI Coordinator to analyze data and student work. Teams will engage in a 6-8 week cycle of inquiry:</p> <ul style="list-style-type: none"> • analyzing data and articulating a concern; • developing a theory of action and a plan; • identifying evidence of progress; taking action; and • reflecting on data 6-8 weeks later to understand what happened and start the cycle again. 	August 2014 to June 2015	1116: Certificated – Hourly	Substitutes for release time for half-day or full-day grade-level data analysis and planning sessions, if funds become available	
<p>6. Strengthening the Bilingual Program K-5</p> <p>Bilingual teachers will meet together regularly after school and/or be released to collaborate. Teachers will discuss and clarify program articulation from Kindergarten through 5th grade, including the criteria and process for transitioning students into increased English reading and writing, as well as approaches to Spanish phonics and grammar instruction. Particular attention will be paid to transferability between the two languages, and teachers will continue to become</p>	August 2014 to June 2015	1116: Certificated – Hourly	Substitutes for release time if funds become available	EIA-LEP

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
more strategic about the use of each language (English and Spanish) in the classroom.				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$56,145	\$	\$5,000	\$	\$	\$2,452	\$

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 2012-2013 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

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: \$134,300

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Equity</p> <p>Thousand Oaks will create a safe, inclusive and culturally responsive environment for all students and staff, with a focus on educational equity, by:</p> <ul style="list-style-type: none"> Engaging staff in ongoing professional development with support from our site Equity Teacher Leader 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. Discussing and implementing culturally responsive teaching strategies identified by the Equity team, Leadership Team, teachers, and the district. 	August 2014 through June 2015	5200: Conference & Travel	Food & Lodging for a Staff Retreat focused on Equity (\$700 Other)	BSEP 1,500 PTA 1,500
		5800: Contracted Services	Contract with a facilitator to lead Equity work--staff meetings and retreat (grant-funded \$500)	
<p>2. Positive Behavior Support</p> <p>Thousand Oaks will continue to implement the district adopted programs: Positive Behavior Intervention Support (PBIS), Welcoming Schools, and explicit anti-racist curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, prevent bullying, and promote positive behavior support. We will also begin to implement Toolbox, a social-emotional curriculum, schoolwide. Elements of our PBIS implementation:</p> <ul style="list-style-type: none"> School-wide rules and expectations are posted in all common areas, school communications, and communicated to parents/guardians. Parents/Guardians continue receive information on school rules at the beginning of the year. PBIS Team will develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year. Staff will spend time analyzing office discipline referral data and calibrating when to refer students to the office. 	August 2014 through June 2015	2102: Classified – Monthly	School Service Aide .4 FTE funded by BUSD due to large school size	
		4300: Instructional Materials & Equipment	Incentives and instructional materials for PBIS program	PTA 300

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"> • All staff will reinforce and reteach expected student behavior through the use of positive recognition, active supervision techniques, and conflict resolution/deescalation strategies. • Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices. • Teachers will identify and teach selected lessons from the Welcoming Schools, Toolbox, anti-bias curriculum, and PBIS resources to address issues of bullying and bias-related harassment to support BUSD's anti-bullying policy. • 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 problem-solve student conflict situations as they arise. • Staff will participate in professional development related to PBIS and Toolbox, 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. Efforts will be made to make trainings accessible to classified staff by compensating them for their time or providing substitutes as needed. • Develop specific behavior interventions for individual students (as needed) and communicate student behavioral progress from one grade level to the next. • Use Restorative Justices practices when appropriate to respond to student conflicts and behavior issues. 				
<p>3. Response to Intervention (RTI)</p> <p>Implement a continuum of academic, behavioral, and/or other intervention strategies through the model</p>	August 2014 to June 2015	1116: Certificated – Hourly	Substitutes to release teachers for snapshot meetings and collaborative planning. Increase funding if possible as carryover	BSEP 4,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>of Response to Intervention and Instruction (RTI2).</p> <ul style="list-style-type: none"> Hold snapshot meetings (twice a year). Substitutes/ teacher hourly funds will be provided for teachers and necessary support staff to attend Snapshot meetings. Provide push-in and pull-out intervention support for identified groups of students by members of the RTI team (RtI Coordinator, Full Inclusion Teacher, Resource Teacher, Literacy Coach, Literacy Support Teacher, ELD Teacher, and other identified support staff). Small-group literacy interventions include Leveled Literacy Intervention, Soar to Success, Read Naturally, and Hopscotch: El Sistema de la intervencion de lectura. Provide a bilingual Instructional Assistant in Kindergarten classes, to work with individual students who need additional support with basic math and literacy skills. (.5 FTE) Provide bilingual Instructional Assistant for 4th/5th bilingual class to provide support during Spanish instruction (.1 FTE) 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. 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. Expand behavioral interventions to identified students, classes, or grade levels based on input from the RTI team, counseling, PBIS team, and teachers. Provide counseling support to individuals and 			funds become available	
		1102: Certificated – Monthly	Literacy Support Teacher .2 FTE (additional .4 FTE funded by LCAP, .2 for RTI and .2 for ELD--interventions for English Learners)	BSEP 16,000 Title I 5,371
		1102: Certificated – Monthly	RTI Coordinator .2 FTE (funded by LCAP) Increase FTE if carryover funds become available	
		2102: Classified – Monthly	Bilingual Instructional Assistant .60 FTE	BSEP 4,415 Title I 20,370
		5800: Contracted Services	Counseling Contract with Bay Area Community Resources (additional 10,000 expected: 5,000 from City Mental Health grant and 5,000 from LCAP)	BSEP 18,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>groups with mental health needs, to help students regulate emotional challenges in order to access the academic curriculum.</p> <ul style="list-style-type: none"> Improve system of RtI Team meetings in order to regularly collaborate and reflect on school-wide systems to meet the needs of identified students. Classroom teachers and RtI 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. Improve systems for communicating student needs and individualized plans with support staff and enrichment teachers, so they can effectively help to support struggling students as well. 				
<p>4. Enrichment</p> <p>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"> Students in grades 3-5 will continue to participate in the B.U.S.D. music program. Regular communication with the Visual and Performing Arts District coordinator will occur. Implement MOCHA visual arts lessons or other lessons from Arts organizations as identified by teachers. Continue to implement the YMCA PE Program, providing supervision and recess activities, coordination at all recesses, structured game time, and leadership opportunities. K-2 character development program, utilizing music as a vehicle for teaching lessons about empathy, inclusion ,etc. 	August 2014 to June 2015	5800: Contracted Services	Museum of Children's Art: art classes, professional development (7,000 to be funded through Arts Anchor Grant)	PTA 6,000
		5800: Contracted Services	YMCA	PTA 22,500
		4300: Instructional Materials & Equipment	Art supplies and sports equipment	PTA 4,500
		5800: Contracted Services	K-2 character development through music	PTA 8,500
		2102: Classified – Monthly	\$15 per child contribution for Gardening Program	PTA 7,095

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"> Gardening program K-5 will provide opportunities for hands-on science instruction as well as health and nutrition education 				
<p>5. Afterschool Interventions</p> <p>Provide students with academic enrichment and interventions that complement the classroom 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"> Site Coordinator for Family Engagement will provide outreach to families to inform them of and invite them to access intervention opportunities. Provide time for structured collaboration between afterschool staff and teachers. Provide additional training on instructional strategies for afterschool staff to use during academic hour. (Funded by WRAS/LEARNS budget) Partner with the BUILD program from UC Berkeley to provide trained college student tutors for struggling readers (funded by WRAS/LEARNS budget) 	August 2014 to June 2015	1116: Certificated – Hourly	Teacher hourly to provide one-on-one (Reading Recovery) and small group interventions. Additional funds to be allocated from carryover.	BSEP 8,000 Title I 549 PTA 5,000
		2116: Classified – Hourly	Classified staff may also provide hourly interventions afterschool or on Saturdays, as funds become available.	
<p>6. Attendance</p> <p>Continue to monitor attendance and utilize the SART and SARB processes to support families with attendance problems. Provide incentives to students to arrive at school on time every day--perfect attendance awards, etc.</p>	August 2014 to June 2015	4300: Instructional Materials & Equipment	Incentives and awards	PTA 200
<p>7. Differentiation</p> <p>Teachers and staff will provide differentiation for students who excel academically, students who need additional time or learning supports, students with</p>	August 2014 to June 2015			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>diverse learning styles, students with social-emotional needs, underperforming students, students with 504 plans, and Special Education students with Individualized Education Plans (IEPs).</p> <p>During collaboration and staff meeting time, when teachers examine student work and student achievement data, discussions will address the needs of this diverse range of learners.</p>				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$52,415	\$26,290	\$55,595	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

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

Goal Statement:

Students and their families will feel respected, welcome and connected to their schools.

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 students and families who report feeling welcomed and valued as a partner in their child’s education. Beginning with 2014-15, the percentage of families reporting connectedness to the school and access to school resources will be at least 75%.

3.2 Recruit and retain certificated employees of color.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirror the demographics of our student population.

3.4 The percentage of contacts with families of applicable pupil subgroups will increase 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:
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: \$1,702

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 ELAC, and other district staff and parent/	August 2014 through June 2015	2116: Classified – Hourly	Child care for parent meetings	Other 371
		2102: Classified – Monthly	Site Coordinator for Family	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>guardian groups to support site parents/ guardians to be advocates and leaders. These groups will work in partnership for the benefit of student achievement and well-being.</p> <p>We will continue to work to diversify membership on the SGC and the PTA board by actively recruiting diverse candidates, and will provide childcare and translation for all meetings as needed.</p> <p>Site Coordinator for Family Engagement and Equity will support outreach to families and help to strengthen these groups at Thousand Oaks. The Site Coordinator will, for example, work with the PTA Room Parent liaison to improve communication with bilingual families. She will also offer a parent leadership training to potential ELAC leaders.</p>			Engagement & Equity (.6 FTE funded by LCAP)	
<p>2. 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"> • Parents/Guardians will be invited to monthly Café Con Leche/Coffee with the Principal & Site Coordinator for Family Engagement to provide an additional channel of communication and foster positive home-school relationships. • Workshops and meetings for English Language Learner families, such as understanding the CELDT. • Counseling workshops/ positive parenting workshops. • 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, Toolbox) • Increase parent/ guardian input on school events and programs by making survey more accessible, holding parent/guardian forums, and holding other informational events. • Specific parent groups will be formed based on input and interest from parents. 	August 2014 through June 2015	2116: Classified – Hourly	Translation	Title I 1,075
		4380: Other / Reserve	Food, Refreshments for Parent Participation Meetings	Other 256
<p>3. Thousand Oaks will hold school-wide community events, such as Back to School Night, Open House,</p>	August 2014 through June 2015	2116: Classified – Hourly	Translation	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>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"> All school communications such as newsletters, informational letters, and other correspondence will continue to be translated into Spanish. Translation will be provided for school events. Identify successful events as determined by survey responses and build on those successes. 				
<p>4. Site Coordinator for Family Engagement & Equity will support the families of students who are struggling with attendance, behavior, and/or academics by:</p> <ul style="list-style-type: none"> Identifying ways to further involve parents/guardians in supporting students academically. Providing support for parent/family needs Providing trainings to assist parents/guardians in providing academic support for their children in Math and Literacy. Assisting parents in understanding and accessing school service support systems (support staff, SST process). Assisting parents in accessing community based support organizations (Ex: counseling, school linked health services) 	August 2013 through June 2014	2102: Classified – Monthly	Site Coordinator for Family Engagement & Equity (.6 FTE funded by LCAP)	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$1,075	\$	\$	\$	\$	\$627

VIII. Planned Improvements in Student Performance (continued)

Goal #4:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost		
		BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:		\$	\$	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost	
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

Appendix A - Program Summary: Thousand Oaks Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	56,145
Title I	
PTA	5,000
EIA-LEP	
EIA-SCE	
TIP	2,452
Other	
Total	63,597

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	52,415
Title I	26,290
PTA	55,595
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	134,300

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	
Title I	1,075
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	627
Total	1,702

Goal 4	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Goal 5	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Total Expenditures	
BSEP	108,560
Title I	27,365
PTA	60,595
EIA-LEP	
EIA-SCE	
TIP	2,452
Other	627
Total	199,599

Total Allocation*	
BSEP	108,560
Title I	27,365
PTA	60,595
EIA-LEP	
EIA-SCE	
TIP	2,452
Other	627
Total	199,599

Funds to Allocate	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	0

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

Appendix B - Budget Summary: Thousand Oaks Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	60,310	5,371						65,681
Hourly Teachers	12,500	549	5,000			2,452		20,501
Monthly Classified		20,370	7,095					27,465
Hourly Classified	4,415	1,446						5,861
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies	10,000		10,000					20,000
Conference & Travel	1,500		1,500					3,000
BUSD Buses								
Contracted Services	18,000		37,000					55,000
Other/Reserve	1,835	256						2,091
Total	108,560	27,992	60,595			2,452		199,599

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Thousand Oaks (120)

CERTIFICATED MONTHLY SALARIES & FRINGE			
1102	Teacher - Literacy Coach (.25 FTE)	\$26,085	
1102	Teacher - Literacy Support (.15 FTE)	\$16,000	
1102	Teacher - Math Intervention (.20 FTE)	\$18,225	
TOTAL CERTIFICATED MONTHLY:		\$60,310	
CERTIFICATED HOURLY SALARIES & FRINGE			
1114	Teacher Subs	\$4,500	
1116	Hourly Teaching (215 hrs)	\$8,000	
TOTAL CERTIFICATED HOURLY:		\$12,500	
CLASSIFIED MONTHLY SALARIES & FRINGE			
2102	Instructional Assistant - Bilingual (.10 FTE)	\$4,415	
2182	Instructional Specialist		
TOTAL CLASSIFIED MONTHLY		\$4,415	
CLASSIFIED HOURLY SALARIES & FRINGE			
2146	Hourly Tutors		
2916	Noon Supervisor		
TOTAL CLASSIFIED HOURLY		\$0	
SUB-TOTAL PERSONNEL:			\$77,225
NON-PERSONNEL CATEGORIES			
4300	Instructional Materials	\$10,000	
5800	BACR Counseling Contract	\$18,000	
5800	Contracted Services - Staff Retreat	\$1,500	
5800	Contracted Services		
SUB-TOTAL NON-PERSONNEL:			\$29,500
TOTAL EXPENDITURES:			\$106,725
RESERVE FOR PERSONNEL VARIANCE:			\$1,835
TOTAL FY 2014 BSEP ALLOCATION:			\$108,560
(DIFFERENCE):			\$0

Priorities for anticipated Fall 2014 Carryover:

- Teacher Hourly
- Teacher Subs
- Classified Hourly
- Instructional Materials
- Increase RtI Coordination

BSEP FY 2014 Carryover projected to be approximately \$10,000

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budget Projections**

		Obj #	Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	TOTAL
School : Thousand Oaks							
A	CERT. TCHERS MONTHLY			-	-	-	-
	Site TSA - Literacy Coach (1.0 FTE, DDF 019)	1102		\$ -	\$ -	\$ -	\$ -
	(0.25 = Measure A, PD, 0.30 = BSEP CSR, 0.25 = Site BSEP, 0.20 = Lit Coach, LCAP)						
				0.050			0.050
	Site TSA - Literacy Support (0.60 FTE)	1102		\$ 4,199	\$ -	\$ -	\$ 4,199
	(0.05 = Title I, 0.15 = Site BSEP, 0.20 = ELD, LCAP, 0.20 = Rtl, LCAP)						
				-	-	-	-
				\$ -	\$ -	\$ -	\$ -
	Subtotal			\$ 4,199	\$ -	\$ -	\$ 4,199
	Fringe Benefits :						
	STRS	3101	0.09500	399	-	-	399
	Medicare	3301	0.01450	61	-	-	61
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	498	-	-	498
	SUI	3501	0.00058	2	-	-	2
	WCOMP	3601	0.02050	86	-	-	86
	Retiree Benefits	3701	0.03000	126	-	-	126
	Total			\$ 5,371	\$ -	\$ -	\$ 5,371
B	CERT. COUNSELORS	1202					
	Subtotal			\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :						
	STRS Monthly	3101	0.09500	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-	-
	SUI	3501	0.00058	-	-	-	-
	WCOMP	3601	0.02050	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-
	Total			\$ -	\$ -	\$ -	\$ -
C1	DAILY SUBS	1116					
C2	DAILY SUBS	1116					
	Subtotal			\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :						
	STRS	3101	0.09500	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-
	SUI	3501	0.00058	-	-	-	-
	WCOMP	3601	0.02050	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-
	Total			\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117					
E	TCHR HRLY (Prof. Deve.)	1116		473			473
F1	TCHR HRLY	1116					
F2	TCHR HRLY	1116					
	Subtotal			\$ 473	\$ -	\$ -	\$ 473
	Fringe Benefits :						
	STRS	3101	0.09500	45	-	-	45
	Medicare	3301	0.01450	7	-	-	7
	SUI	3501	0.00058	0	-	-	0
	WCOMP	3601	0.02050	10	-	-	10
	Retiree Benefits	3701	0.03000	14	-	-	14
	Total			\$ 549	\$ -	\$ -	\$ 549
G	CLASSIFIED MONTHLY			0.500			0.500
H	Instructional Asst (0.5 FTE, 0.50 = Title I, 0.10 = Site BSEP)	2102		\$ 11,759		\$ -	\$ 11,759
I	Instructional Specialist	2182					
J	Clerical Assistant	2402					
K	After School Coordinator	2402					
L	School Svc Assistant	2902					
	Home School Liaison	2902					
	Subtotal			\$ 11,759	\$ -	\$ -	\$ 11,759
	Fringe Benefits :						
	PERS	3202	0.11771	1,384	-	-	1,384
	PERS REDUCTION	3802	0.00000	-	-	-	-
	OASDI (FICA)	3312	0.06200	729	-	-	729
	Medicare	3302	0.01450	170	-	-	170
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	5,727	-	-	5,727
	SUI	3502	0.00058	7	-	-	7
	WCOMP	3602	0.02050	241	-	-	241
	Retiree Benefits	3702	0.03000	353	-	-	353
	Total			\$ 20,370	\$ -	\$ -	\$ 20,370

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budget Projections**

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	TOTAL
School : Thousand Oaks		Obj #				
<u>CLASSIFIED HOURLY</u>						
M	Instructional Aide	2116				-
N	Tutors	2146				-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison	2916				-
R	Translation (\$1,000, 3.2)	2916	927	-		927
S	Child Care (\$421, 3.1)	2916	390			390
Subtotal			\$ 1,317	\$ -	\$ -	\$ 1,317
<u>Fringe Benefits :</u>						
	OASDI (FICA)	3312	0.06200	82	-	82
	Medicare	3302	0.01450	19	-	19
	SUI	3502	0.00058	1	-	1
	WCOMP	3602	0.02050	27	-	27
	Retiree Benefits	3702	0.03000	-	-	-
Total			\$ 1,446	\$ -	\$ -	\$ 1,446
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Materials	4300				\$ -
T2	Instructional Materials	4300				-
T3	Office Supplies	4350				-
U1	Parent Involvement	4350				-
U2	Parent Involvement		256			256
Total			\$ 256	\$ -	\$ -	\$ 256
<u>TRAVEL & OUTSIDE SERVICES</u>						
V	Travel / Conference	5200				\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Field Trips / Transportation	5711				-
Z1	Contract	5800	-	-	-	-
Z2	Consultant Contracts	5805				-
A1	Salary Reserve		-	\$ -	-	-
Total			\$ -	\$ -	\$ -	\$ -
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
Total			\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 27,992	\$ -	\$ -	\$ 27,992
b.	Budget Allocation		27,992			27,992
c.	Add : Carryover					-
d.	Total Budgets (d = b + c)		\$ 27,992	\$ -	\$ -	\$ 27,992
e.	Projected Unspent Funds (e = d - a)		\$ (0)	\$ -	\$ -	\$ (0)

* Title I allocation included \$627 for Parent Involvement.

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

**Berkeley Unified School District
Educational Services
Projected Centralized Services Expenditures
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		Total K-5 Schools	\$21,906	\$4,971	\$19,380	\$46,257	Total K-5 Schools		1
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		Total 6-8 Schools	\$12,111	\$2,749	\$7,845	\$22,705	Total 6-8 Schools		3
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		Total 9-12 Schools	\$983	\$223	\$1,095	\$2,301	Total 9-12 Schools		3
1	262	Early Childhood					Early Childhood	262	1
1		Total Pre-k					Total Pre-k		1
18		TOTAL DISTRICT	\$35,000	\$7,943	\$28,320	\$71,263	TOTAL DISTRICT		1
			\$13.47/ FRM Student		\$15/ FRM				

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
11	(A)	Total K-5 Schools	4,373	\$22,719

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
3	(B)	Total 6-8 Schools	1,926	\$10,006

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
3	(C)	Total 9-12 Schools	3,325	\$17,275

17	D=A+B+C	TOTAL DISTRICT	9,624	\$50,000
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

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 School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

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 give teachers time to analyze student work and assessments, plan, and work on specific lessons for targeting low achieving students.

Local assessments in reading, math, and writing guide instruction. the TCRWP reading assessment, given 3 times yearly, monitors accuracy, fluency, and comprehension. Assessments for spelling (BEAR, DOLCH), and writing, 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.

CELDT is administered to all EL students each fall to provide information on their academic progress.

Teachers use differentiated instruction to support advanced learners. 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 research-based strategies are routine practices at Thousand Oaks, including Writing Workshop, Reading Workshop, GLAD, differentiated instruction, and enrichment activities.

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.

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 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. All teachers in bilingual classrooms are B-CLAD certified.

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 Common Core 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.

The district math coach and our math teacher leader model lessons, help teachers implement math curriculum based on the Common Core Standards. set up yearly math teaching plans, and support teachers with differentiation in math.

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 Common Core 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 are 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 Do The Math Intervention modules, support through the RtI program, 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)

Through the Balanced Beginnings process, Kindergarten teachers collect baseline data about all incoming students during the first three days of school, and use that information to assign students to their Kindergarten classes. Transition meetings are held for Special Education preschool students entering Kindergarten. A Special Education 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 and SST meetings. Back to School Night and Open House. 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.

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 English Learners. Teachers have been trained in Systematic ELD and 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 RtI Coordinator, who instruct in all of the techniques of in-class guided reading and literacy and literacy block instruction.

The RtI Coordinator and RtI 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 students 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, and almost half of our students receiving free and/or reduced lunch, as well as many advanced learners. 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, Math support, ELD, and RTI 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.

