

Berkeley **PUBLIC SCHOOLS**

Berkeley Unified School District
BSEP & Educational Services Departments

Thousand Oaks Elementary Consolidated School Plan

2015 – 2016

The Single Plan for Student Achievement

Thousand Oaks Elementary School

School Name

01-61143-6090310

CDS Code

Date of this revision: 5/15/15

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: Jennifer Corn
Position: Principal
Telephone Number: (510) 644-6368
Address: 840 Colusa Avenue
Berkeley, CA 94707
E-mail Address: jennifercorn@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

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: 2015-2016
---	-------------------------------

Summary of School Goals:
 The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

PRIORITIES FOR ADDITIONAL FUNDS:
 If carryover funding becomes available, our top priority is Certificated hourly instruction. These funds will support one-on-one and small group support in mathematics and literacy.
 A secondary priority would be funding classified hourly for the same purpose.
 Our third priority is an increase in funding for substitute teachers to support teacher collaboration and professional development.

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Nancy Hamill	(Principal): Jennifer Corn
(Co-Chair, if applicable): Dao-Liang Chou (Parent)	(Teacher): Bill Briggs
Lauren Frost	(Teacher): Patty Casetta
Sriram Gopalakrishnan	(Teacher): Rochelle Jacobs
Max Levine	(Classified): Milly Finch
Duffy Ross	(Teacher): Sarah Moreno

BSEP Planning & Oversight Committee Representative: Patrick Hamill

ELAC/DELAC (District English Learner Advisory Committee) Representative: Alejandra Ramirez

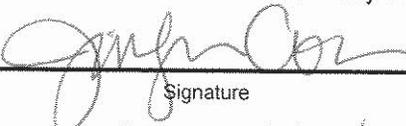
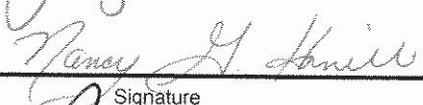
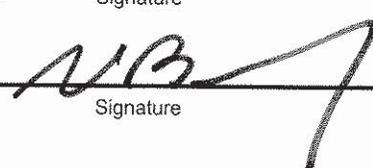
II. Recommendations and Assurances

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 (Parent/Guardian Survey and joint meetings with PTA Board)
 Staff (Staff Survey, as well as staff meetings and Leadership Team meetings)
 Students (Student Survey)

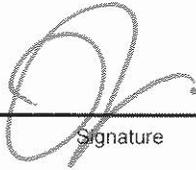
The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

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	 Signature	5/15/15 Date
Nancy Hamill School Governance Council Chair	 Signature	5/15/15 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/8/15 Date

Pasquale Scuderi

Assistant Superintendent, Educational Services



Signature

6/8/15

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

For additional school facts and information, please view the attachment titled: Thousand Oaks School Information Sheet 2014-15.docx

Thousand Oaks Elementary has a current enrollment of 457 students. We have a diverse school with no racial population exceeding 35% of the student population. 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

For detailed school performance data analysis see two attachments: 1) Document: Thousands Oaks Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Thousand Oaks SGC Data presentation fall 2014.pptx. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension data.

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 Spring 2015, 3rd-5th grade students participated took the Smarter Balanced Assessment.

E. Analysis of Current Instructional Program

Goal One (High Quality Instruction and Curriculum):

One strategy that we have implemented that has been effective in improving student achievement is early intervention in reading. Previously at Thousand Oaks, most resources for reading support were directed toward fourth- and fifth-graders who were two or more years below grade level in reading. In 2013-14 we began to shift that focus, offering more Leveled Literacy Intervention (LLI) groups to first graders in an effort to catch struggling readers early and prevent them from falling two or more years behind by fourth grade. As a result of an intense focus on first grade reading intervention in 13-14, we began the 14-15 school year with only four second graders reading below grade level, which is unprecedented. We have continued to provide significant support to first grade struggling readers in 14-15, using both LLI and Reading Recovery (with two additional teachers getting trained in Reading Recovery in 14-15). We are optimistic that, over time, providing strong early support in reading will lessen the need for reading interventions with older students.

In mathematics, by contrast, we have had a difficult time providing adequate support to struggling students. With only a .2 FTE teacher to support mathematics, we have been unable to serve many children. In addition, our mathematics assessments don't provide the same level of specificity as our reading assessments, so it can be difficult to target skill deficits. Finally, the math intervention program that we use (called Do the Math) does not align exactly with our classroom instructional program. In 15-16, therefore, we intend to focus RTI resources toward math support. We

have allocated .4 FTE toward flexible intervention/support teacher positions that can serve students in math or reading, as needed. In addition, we intend to focus on math assessment and intervention curriculum, and developing systems that enable us to be more flexible and responsive with our math supports.

Goal Two (Cultural and Linguistic Responsiveness):

Two strategies that have been effective for improving outcomes for students are: our contract with Bay Area Community Resources (BACR) for providing behavioral health services, and teacher professional development in strategies for promoting equity in the classroom. Our BACR counselor, on site three days per week, not only provides individual counseling to some of our neediest students, she also positively impacts our school climate by partnering with classroom teachers to implement social-emotional curricula and by facilitating restorative justice circles with students who have been involved in fights and other problematic behaviors. Teacher professional development about equitable classroom practices and strategies has focused on: (1) Opt-in, (2) High Help. High Perfectionism, (3) Using Students' Life Experiences, and (4) Seeking Multiple Perspectives. By directly teaching these four strategies to teachers at the January district-wide professional development day, and then following up with regular reflection on these strategies during site staff meetings and collaboration time, we have deepened our shared commitment to and skill set for ensuring the success of all students, particularly struggling Latino and African-American children.

One strategy that has been less successful in this area is our contract with the YMCA for recess coordination. In spite of our investment in coaches who are here to organize structured games and activities and provide leadership opportunities for students on the playground, we continue to have over 40% of office discipline referrals coming from the playground, which indicates that many students are not positively engaged or adequately supervised during recess. Furthermore, the students receiving office referrals are disproportionately students of color, with African-American students nearly twice as likely to receive an office referral as any other ethnic group. We are intending to partner with a new organization next year, to strengthen our investment in a positive, structured recess program. By strengthening our recess programming, we hope to provide more opportunities for all students, especially students of color and students with behavioral challenges, to be successful and positive during recess--which has positive benefits for classroom learning as well.

Goal Three (Safe, Welcoming, and Inclusive School Climate):

The addition of a Family Engagement and Equity Coordinator to our staff over the past two years has made a tremendous positive difference. Our coordinator reaches out to families who have historically been disenfranchised, and builds relationships with those families, which in turn supports student achievement.

Looking ahead to next year, our Family Engagement and Equity Coordinator will do more professional development with teachers to help build teachers' capacity to form successful partnerships with families. In addition, the SGC intends to more aggressively recruit families from our bilingual program to serve on school committees.

VI. Description of Barriers and Related School Goals

The following conditions have been identified by the Thousand Oaks School Governance Council 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
- Inconsistent use of data to drive RTI systems and academic interventions
- High absence and tardy rates of low-performing students
- Inadequate instructional materials, particularly Spanish-language resources for bilingual classrooms
- Inadequate time for teachers to collaborate, plan together, analyze student achievement data, etc
- Implicit and often unconscious racial bias on the part of the institution and individual teachers and staff

We made progress toward addressing many of these barriers in 2014-15, but challenges remain as we plan for 2015-16.

- We are working to strengthen our RTI systems so that they are more flexible, responsive, and data-driven. In particular, we intend to strengthen our systems for identifying and supporting students who struggle in mathematics.
- We will continue to support teacher collaboration and professional development in 2015-16, as our literacy and ELD coaches work with individual teachers and grade-level teams to strengthen core classroom instruction and develop strategies for differentiating lessons to meet the needs of all students.
- In 2014-15, we have bought Spanish-language materials for bilingual classrooms and we will continue to do so--yet we know that teachers and students will continue to need more Spanish-language instructional materials, which are difficult to find and expensive to purchase.
- Over the past several years, our site Equity Team has led professional development around strategies to support students of color. We aim to continue this work in 15-16, deepening and extending our conversations about specific approaches that support the success of Latino and African-American students who have been underserved by our school and district.

Upon reflection on the above barriers, our proposed goals and actions for '15-'16 focus primarily on the following:

- Maintaining a focus on RACIAL EQUITY during site professional development
- Continuing to streamline and strengthen our RESPONSE TO INTERVENTION (RTI) systems, working to strengthen systems for referral and progress monitoring so that our supports and interventions for students are flexible, responsive, and data-driven.
- Providing increased coaching support to teachers of ENGLISH LEARNER students
- Year Three implementation of COMMON CORE standards for Math and Language Arts schoolwide, which will continue to require extensive professional development, teacher collaboration, and support
- Strengthening our SCHOOL CLIMATE, through the use of social-emotional curricula Toolbox and Welcoming Schools, schoolwide systems for Positive Behavior Support, supports for students with behavioral and emotional challenges, and positive relationships with families. A positive school climate supports school attendance and student achievement.

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district’s stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD’s Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- v Great, Culturally Competent Teachers
- v Grade Level Literacy & Math Proficiency
- v English Fluency
- v Career and College Goals
- v Graduation Success
- v Full Engagement with School
- v Social-Emotional Skills & Mental Health
- v Schools and Families to Partner

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen “targeted” goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district’s low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified

expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices

- v Actively recruit, support and retain African-American and Latino teachers

- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology

- v Increase targeted interventions with students and families

- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services

- v Expand the Bridge program for African-American students at all three middle schools

- v Expand the AVID program to support middle and high school students on the path to college

- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site

- v Provide and support RtI2 teacher coaches at all elementary schools

- v Plan and monitor college and career path for high school students needing academic support

- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement (“School Plan”) and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley’s Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	95	96	
Percent with Prior Year Data	100.0%	99.0%	
Number in Cohort	95	95	
Number Met	61	63	
Percent Met	64.2%	66.3%	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	17	94	16		
Number Met	38	--	36	--		
Percent Met	36.2%	--	38.3%	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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 5: California English Language Development (CELDT) Data

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

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

- CCSS Training: Professional Development Sign-In
- CCSS Professional Development Evaluations from Teachers
- Annual Teacher Survey
- Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
- District Benchmark Assessments for ELA and Math
- Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
- California English Language Development Test (CELDT)
- School Accountability Report Card.

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>Thousand Oaks teachers and staff ensure implementation of a balanced, high quality English Language Arts Program using district adopted programs and practices. Common Core Standards are being implemented to inform instruction in writing and reading.</p> <p>Teachers will implement readers and writers workshop using the units developed by Teacher's College Reading and Writing Project (TCRWP), guided reading, explicit instruction in writing mechanics, and spelling lessons. Teachers will use district assessments for reading, writing, and spelling to inform instruction and identify students who may need additional support from the RTI team.</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. She will work with individual teachers and grade-level teams to plan instruction, facilitate reflection on student work, and support collaboration.</p> <p>Teachers will be released (using substitutes) to observe one another and plan curriculum and instruction.</p> <p>All appropriate and necessary materials, including leveled texts, teacher resources, handwriting materials, books for classroom libraries, and writing materials will be provided.</p>	<p>August 2015 to June 2016</p>	1102 Certificated Monthly	1.0 FTE Literacy Coach (.07 BSEP including .20 LCAP and .55 District)	BSEP	7,442
		1102 Certificated Monthly	1.0 FTE Literacy Coach (.18 Title I)	Title I A - Basic Funding	19,136
		4300 Materials and Supplies	Literacy Instructional Materials	PTA	6,800
		4380 Other/Reserve	Unallocated Reserve	BSEP	3,500
		1116 Certificated Hourly	Substitutes to release teachers for collaboration, peer observation, etc. (TIP funding)	Other	2,400
		4300 Materials and Supplies	Literacy Instructional Materials	BSEP	5,000
		4380 Other/Reserve	Unallocated Reserve	Title I A - Basic Funding	957

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>2. Math</p> <p>Thousand Oaks teachers and staff ensure implementation of a high quality mathematics program using district adopted programs and practices, including A Story of Units. Common Core Standards are being implemented to inform math instruction.</p> <p>There will be a Math Teacher Leaders (MTL) on site to lead math instruction. The MTL will mentor all teachers from K-5th in the effective implementation of "A Story of Units". The MTL will participate in ongoing training provided by the district.</p> <p>New trimester district math assessments are being developed to help us monitor student progress more effectively. We aim to increase use of assessments to backwards plan as well as to scaffold and differentiate instruction for students based on identified student need.</p> <p>All teachers and relevant support staff will participate in district- and site-sponsored professional development in mathematics and the Common Core.</p> <p>All necessary materials and mathematics manipulatives that are not provided by the district will be purchased as needed.</p>	August 2015 to June 2016	4300 Materials and Supplies	Math materials, including manipulatives	BSEP	2,000
<p>3. English Language Development</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, or the academic language embedded in our mathematics program.</p> <p>Elements of our ELD program:</p> <ul style="list-style-type: none"> • Ensure every English Learner receives a minimum of 150 minutes/week of systematic ELD 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 	August 2015 to June 2016	1102 Certificated Monthly 4300 Materials and Supplies	.80 FTE ELD teacher (LCAP) ELD Materials	District Allocation PTA	2,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>ADEPT assessment to monitor the progress on ELs in order to target ELD instruction at the appropriate level.</p> <ul style="list-style-type: none"> 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 and ADEPT assessments, and planning ELD instruction Devote staff/collaboration time to strengthening instructional strategies for teaching ELs across the curriculum. Purchase supplemental ELD materials as needed. 					
<p>4. Response to Intervention (RTI)</p> <p>Thousand Oaks has an RTI team, including Special Education staff, academic intervention teachers, and social/emotional support staff. We meet regularly to analyze student assessment data, match students with academic supports and interventions, monitor students' academic progress, and adjust interventions as needed.</p> <p>In 2015-16, we aim to strengthen our RTI system by becoming more flexible, responsive, and data-driven. We will continue to provide early intervention in reading through Reading Recovery, an intensive one-on-one support provided to first graders. We will also use the Leveled Literacy Intervention (LLI) and Sistema de Intervención de Lectura (SIL) materials to provide small-group reading support to struggling students. In addition, we will carefully analyze our data and offer targeted supports in math and writing, as needed.</p> <p>Several RTI staff provide academic support to struggling students, including:</p>	<p>August 2015 to June 2016</p>	<p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p> <p>2102 Classified Monthly</p> <p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p>	<p>Teacher hourly for Reading Recovery, LLI, and other academic interventions</p> <p>Literacy and Math Intervention Materials</p> <p>.5 FTE Bilingual IA</p> <p>Literacy Support Teacher (.4 Rti/LCAP)</p> <p>.2 RTI teacher</p> <p>.2 RTI teacher</p>	<p>BSEP</p> <p>BSEP</p> <p>BSEP</p> <p>District Allocation</p> <p>BSEP</p> <p>BSEP</p>	<p>5,249</p> <p>3,000</p> <p>24,417</p> <p>20,302</p> <p>18,120</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"> .4 FTE Literacy Support Teacher Two .2 FTE Intervention Teachers who can serve students flexibly in the areas of math, reading, or writing, as needed .5 FTE Bilingual Instructional Assistant in Kindergarten classes to work with individual students who need additional support with basic math and literacy skills. <p>All necessary intervention materials, including consumable student books, will be purchased as needed.</p>					
<p>5. Thousand Oaks Bilingual Program K-5th</p> <p>The Thousand Oaks Bilingual Program will engage in a visioning and planning process in the fall and winter of 2015. Our goal is to engage our community--families and staff--in focused discussions about developing a sustainable program model for the future. As demographics in Berkeley have changed, fewer native Spanish-speaking English Learner students are enrolling in our late-exit transitional bilingual program. As a community, we are faced with a challenge and an opportunity to examine our core values and goals and articulate a Thousand Oaks bilingual program for the future.</p>	August 2015 to February 2016				
<p>6. Enrichment Programs</p> <p>At Thousand Oaks, we address the needs of the whole child by engaging students in the visual and performing arts, physical education and athletics, 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. Students in grades 1, 2, 4, and 5 will receive weekly PE instruction from a credentialed PE teacher. All teachers will collaborate with a MOCHA teaching artist to provide visual arts instruction that is integrated with and supports core 	August 2015 to June 2016	5800 Contracted Services (inc software subscriptions) 5800 Contracted Services (inc software subscriptions) 5800 Contracted Services (inc software subscriptions) 5800 Contracted Services (inc software subscriptions) 2102 Classified Monthly	HERO, Inc. Contract with Lisa Zeiler for character development through music MOCHA MOCHA (Arts Anchor Grant) Garden Instructor funded by BUSD Cooking & Gardening Program	PTA PTA PTA Other	30,000 11,900 13,000 7,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>academic content.</p> <ul style="list-style-type: none"> • We will partner with HERO, Inc. to provide K and 3rd grade PE instruction, structured games at recesses, and student leadership opportunities. • We will offer a K-3 character development program, utilizing music as a vehicle for teaching lessons about empathy, inclusion ,etc. • Gardening program K-5 will provide opportunities for hands-on science instruction as well as health and nutrition education. 					
<p>7. Environmental Education</p> <p>Continue to provide hands-on environmental science instruction through a grant-funded partnership with Cycles for Change that engages students in a study of the watershed. Students learn about the watershed through water testing, a study of native and non-native plants, and other investigations surrounding Blackberry Creek, which runs through the center of the Thousand Oaks campus.</p>	<p>August 2015 to June 2016</p>				

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

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:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

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 led by the principal, our site Equity Teacher Leader, and the Equity Team. Discussing and implementing culturally responsive teaching strategies identified by the Equity team, Leadership Team, teachers, and the district. Sending teachers and staff to district-sponsored Cultural Competency Trainings. <p>If funds become available, we may offer a staff retreat and contract with a facilitator who will lead discussions about race, equity, and cultural competence.</p>	<p>August 2015 through June 2016</p>				
<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 Toolbox to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, prevent bullying, and promote positive behavior support. Elements of our program 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 receive information on school rules at the beginning of the year. PBIS Team will develop strategies for teaching and reinforcing school-wide behavior 	<p>August 2015 through June 2016</p>	<p>4300 Materials and Supplies</p>	<p>Incentives and instructional materials for PBIS program and social-emotional curricula</p>	<p>PTA</p>	<p>500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>expectations throughout the year.</p> <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. • Teachers will teach lessons from Welcoming Schools, Toolbox, 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). • Use Restorative Justices practices when appropriate to respond to student conflicts and behavior issues. 					
<p>3. Response to Intervention (RTI) for students with social/emotional and behavioral challenges</p> <p>Implement a continuum of behavioral and/or social/emotional intervention strategies.</p>	<p>August 2015 to June 2016</p>	<p>1116 Certificated Hourly</p>	<p>Substitutes to release teachers for snapshot meetings and collaborative planning. Increase funding if possible as carryover funds become available</p>	<p>BSEP</p>	<p>930</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"> Provide a .2 FTE RTI coordinator who analyzes data, coordinates systems for identifying students in need of support (academic and/or emotional and behavioral), and monitors progress Hold snapshot meetings (twice a year). Substitutes/ teacher hourly funds will be provided for teachers and necessary support staff to attend Snapshot meetings. Snapshot meetings help the RTI team to identify students in need of behavioral or emotional support. 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 groups with behavioral health needs, to help students regulate emotional challenges in order to access the academic curriculum. 		5800 Contracted Services (inc software subscriptions)	Counseling Contract with Bay Area Community Resources (additional 14,000 expected: 5,000 from City Mental Health grant and 9,000 from LCAP)	BSEP	14,000
		1102 Certificated Monthly	.2 FTE RTI Coordinator provided by LCAP	District Allocation	
		5800 Contracted Services (inc software subscriptions)	BACR	District Allocation	9,000
		5800 Contracted Services (inc software subscriptions)	BACR	Other	5,000
4. Attendance	Aug 2015 to June 2016	4300 Materials and Supplies	Incentives and awards	PTA	200
Continue to monitor attendance and utilize the SART and SARB processes, as well as personal outreach by the Family Engagement & Equity Coordinator, to support families with attendance problems. Provide incentives to students to arrive at school on time every day--perfect attendance awards, etc.					

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

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:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report
Family Connectedness Survey
District LCAP Survey
CALPADS

District Indicators Report: Attendance Information; chronic absenteeism
 Special Education Information System (SEIS) Reports
 PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs
 Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Diverse Representation on Site Committees</p> <p>Thousand Oaks staff will partner with Office of Family Engagement and Equity, district PTA Council, DELAC, and other district staff and parent/ 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>	August 2015 to June 2016	<p>2116 Classified Hourly</p> <p>2102 Classified Monthly</p>	<p>Child care for parent meetings</p> <p>Site Coordinator for Family Engagement & Equity (.6 FTE funded by LCAP)</p>	<p>Title I A - Parent Involvement</p> <p>District Allocation</p>	516
<p>2. Parent/Guardian Education</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"> 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. 	August 2015 through June 2016	<p>2102 Classified Monthly</p> <p>4300 Materials and Supplies</p>	<p>Translation</p> <p>Food, Refreshments for Parent Participation Meetings</p>	<p>Title I A - Basic Funding</p> <p>PTA</p>	<p>618</p> <p>500</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"> 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) 					
<p>3. School-wide Community Events</p> <p>Thousand Oaks will hold school-wide community events, such as Back to School Night, Open House, assemblies, and other events as identified by parents leaders 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. 	August 2015 through June 2016	2116 Classified Hourly	Translation	Title I A - Basic Funding	1,000
<p>4. Site Coordinator for Family Engagement & Equity</p> <p>Our 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). 	August 2015 through June 2016	2102 Classified Monthly	Site Coordinator for Family Engagement & Equity (.6 FTE funded by LCAP)	District Allocation	

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"> Assisting parents in accessing community based support organizations (Ex: counseling, school linked health services) 					
<p>5. School Service Assistant</p> <p>Our School Service Assistant provides additional support in the office, to ensure that we are responsive to parent requests, proactive with communications, and well-organized. This additional office support helps to ensure that our office, the first contact many parents/guardians have with our school site, is warm, inviting, professional, and efficient.</p>	August 2015 to June 2016	2102 Classified Monthly	School Service Assistant funded by BUSD	District Allocation	

BUDGET SUMMARY 2015-16

Thousand Oaks (120)			BSEP Site Funds Resource 0852		Title I Resource 3010		PTA Resource 9110 (DDF 906)		LCAP Resource 0500		Other Resources		Sum of FTE
Budget Item	Obj	DDF	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Literacy Coach	1102	019	7,442	0.07	19,136	0.18				0.20		0.55	1.00
RtI Teacher	1102	017								0.20			0.20
RtI Teacher	1102	017								0.20			0.20
ELD Teacher	1102	529								0.20			0.20
ELD Teacher	1102	529								0.80			0.80
Intervention Teacher	1102	000	20,302	0.20									0.20
Intervention Teacher	1102	000	18,120	0.20									0.20
Certificated Hourly (30 hrs)	1114	000	5,249										
Substitutes			930									2,400	
Bilingual IA	2102	000	24,417	0.50									0.50
Materials & Supplies	4300		10,000				10,000						
Parent Involvement - Child Care	4380				500								
Translation	4380				1,634								
Professional Development	5200												
Contract - BACR	5800		14,000						9,000		5,000		
Contract - HERO	5800						30,000						
Contract - MOCHA	5800						13,000						
Music Contract	5800						11,900						
Unallocated Reserve			3,500		957								
Total Expenditures			103,960		22,227		64,900		9,000		7,400		
Revenue Allocation			103,960		22,227								

Carryover Priorities

Teacher Hourly
Classified Hourly Tutoring
Teacher Subs

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	21,711	0.00
Title I A - Parent Involvement	516	0.00
BSEP	103,960	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	103,960.00
District Allocation	9,000.00
Other	14,400.00
PTA	64,900.00
Title I A - Basic Funding	21,711.00
Title I A - Parent Involvement	516.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	65,000.00
1116 Certificated Hourly	8,579.00
2102 Classified Monthly	25,035.00
2116 Classified Hourly	1,516.00
4300 Materials and Supplies	20,000.00
4380 Other/Reserve	4,457.00
5800 Contracted Services (inc software subscriptions)	89,900.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	45,864.00
1116 Certificated Hourly	BSEP	6,179.00
2102 Classified Monthly	BSEP	24,417.00
4300 Materials and Supplies	BSEP	10,000.00
4380 Other/Reserve	BSEP	3,500.00
5800 Contracted Services (inc software	BSEP	14,000.00
5800 Contracted Services (inc software	District Allocation	9,000.00
1116 Certificated Hourly	Other	2,400.00
5800 Contracted Services (inc software	Other	12,000.00
4300 Materials and Supplies	PTA	10,000.00
5800 Contracted Services (inc software	PTA	54,900.00
1102 Certificated Monthly	Title I A - Basic Funding	19,136.00
2102 Classified Monthly	Title I A - Basic Funding	618.00
2116 Classified Hourly	Title I A - Basic Funding	1,000.00
4380 Other/Reserve	Title I A - Basic Funding	957.00
2116 Classified Hourly	Title I A - Parent Involvement	516.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,223.00
Goal 2	29,630.00
Goal 3	2,634.00

Appendix I - 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 J - 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.