

Thousand Oaks Elementary School

840 Colusa Avenue • Berkeley, CA 94707 • (510) 644-6368 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Berkeley Unified School District

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District Governing Board

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Donald Evans
Superintendent
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Deputy Superintendent
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Assistant Superintendent
Educational Services

Evelyn Tamondong-Bradley
Assistant Superintendent
Human Resources

School Description

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	70
Grade 1	62
Grade 2	82
Grade 3	74
Grade 4	71
Grade 5	83
Total Enrollment	442

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0
Asian	5
Filipino	0.7
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0
White	33.7
Two or More Races	12
Socioeconomically Disadvantaged	42.5
English Learners	22.2
Students with Disabilities	6.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Thousand Oaks Elementary School	14-15	15-16	16-17
With Full Credential	26	33	27
Without Full Credential	0	1	
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thousand Oaks Elementary	14-15	15-16	16-17
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.5
High-Poverty Schools	99.1	0.9
Low-Poverty Schools	99.7	0.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011 Lesson Study by Lucy Calkins , 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	A Story of Units (Eureka Math) Adopted Spring 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: January 2016

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
Electrical: Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X	X		No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Play matting is getting worn and should be replaced in the next couple of years
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	51	48	57	60	44	48
Math	52	54	51	55	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	67	61	59	66	66	63	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	38.6	36.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	84	83	98.8	59.0
Male	45	44	97.8	56.8
Female	39	39	100.0	61.5
Hispanic or Latino	29	28	96.6	32.1
White	34	34	100.0	79.4
Two or More Races	11	11	100.0	81.8
Socioeconomically Disadvantaged	34	33	97.1	36.4
English Learners	16	15	93.8	20.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	72	88.9	41.7
	4	75	65	86.7	46.1
	5	84	81	96.4	55.6
Male	3	43	38	88.4	39.5
	4	43	40	93.0	42.5
	5	45	42	93.3	45.2
Female	3	38	34	89.5	44.1
	4	32	25	78.1	52.0
	5	39	39	100.0	66.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	36	33	91.7	24.2
	4	22	21	95.5	19.1
	5	29	29	100.0	34.5
White	3	27	24	88.9	66.7
	4	29	25	86.2	72.0
	5	34	31	91.2	74.2

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	81.8
Socioeconomically Disadvantaged	3	31	30	96.8	16.7
	4	29	26	89.7	19.2
	5	34	34	100.0	32.4
English Learners	3	23	21	91.3	9.5
	4	16	13	81.3	
	5	16	16	100.0	12.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	76	93.8	56.6
	4	75	70	93.3	53.6
	5	84	83	98.8	53.0
Male	3	43	41	95.3	56.1
	4	43	41	95.3	60.0
	5	45	44	97.8	56.8
Female	3	38	35	92.1	57.1
	4	32	29	90.6	44.8
	5	39	39	100.0	48.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	36	33	91.7	39.4
	4	22	21	95.5	33.3
	5	29	29	100.0	31.0
White	3	27	25	92.6	80.0
	4	29	27	93.1	70.4
	5	34	33	97.1	72.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	81.8
Socioeconomically Disadvantaged	3	31	30	96.8	36.7
	4	29	28	96.5	29.6
	5	34	34	100.0	26.5
English Learners	3	23	22	95.7	36.4
	4	16	15	93.8	40.0
	5	16	16	100.0	6.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents, families, and community members have multiple opportunities to volunteer their time at Thousand Oaks by helping in classrooms, tutoring students, assisting with yard supervision, chaperoning field trips, and helping out with special events. Parents also play an active role in our school committees and serve on our School Governance Council as well as our English Learner Advisory Committee. Another way that parents can be involved at Thousand Oaks is by joining the PTA. The PTA hosts numerous events throughout the year and helps to support both our academic and enrichment programs.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

In order to have a safe and orderly environment, Thousand Oaks uses an integrated curriculum designed to:

- Provide appropriate structure and boundaries for students
- Nurture empathy and problem-solving skills
- Instill a strong anti-violence/anti-bullying environment at Thousand Oaks.

Positive Behavior Interventions and Support, also known as PBIS, serves as a broad framework for teaching school-wide rules and expectations for how students should behave in all common areas. This approach guides school-wide, classroom, and individual student interventions, as well as family collaboration. It offers a plan for supporting all students in school, including students with additional needs and the few students who need the most intensive supports. A key component of this approach is that behavioral expectations are explicitly taught to students, and reinforced throughout the school year. In addition PBIS provides supports for students to learn pro-social skills, and has consequences when students make negative behavior choices. Good behavior is recognized and celebrated by teachers, staff, and administrators through “Golden Leaf Awards” and “Class Leaf Awards” which are presented to students and classes observed making good decisions and following the rules.

The structure provided by through PBIS is complemented by the Toolbox curriculum, which focus on teaching students empathy, self-regulation, and problem-solving skills. In addition, Thousand Oaks is using the Welcoming Schools curriculum, which focuses on teaching family diversity and anti-bullying behavior.

Together, these integrated curricula represent a proactive approach to ensuring a safe learning environment for all students by providing appropriate support and guidance to help children be successful.

All students are expected to follow the main rules: Be Safe, Be Respectful, Be Responsible, and Be an Ally at all times while at school as well as at any school sponsored activities off campus.

In addition, during lunch, recesses, and before-and-after school, staff members, administrators, and noon supervisors supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.1	0.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.0	2.9	2.1
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	70.6	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.33
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	21	17	3	1	4	1	2				
1	23	20	21	1	2	1	2	2	2			
2	23	19	21		3	1	3		3			
3	21	20	19	1	4	4	3					
4	24	27	24				3	3	3			
5	26	24	28				4	4	3			

Professional Development provided for Teachers

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2016-17, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2016 participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District training's, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,852	\$43,821
Mid-Range Teacher Salary	\$70,418	\$69,131
Highest Teacher Salary	\$84,917	\$89,259
Average Principal Salary (ES)	\$115,238	\$108,566
Average Principal Salary (MS)	\$121,281	\$115,375
Average Principal Salary (HS)	\$135,483	\$125,650
Superintendent Salary	\$234,090	\$198,772
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Program (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,728	\$3,013	\$6,387	\$72,462
District	♦	♦	\$9,311	\$72,784
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-31.4	-0.4
Percent Difference: School Site/ State			12.5	1.3

* Cells with ♦ do not require data.