

The Single Plan for Student Achievement

Thousand Oaks Elementary School

School Name

01-61143-6090310

CDS Code

Date of this revision:

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

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

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Berkeley Unified School District

School District

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The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Thousand Oaks Elementary School	School Year: 2017-18
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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.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Max Levine	(Principal): Jennifer Corn
(Co-Chair, if applicable):	(Teacher): Anita Bell
Hannah Creasy	(Teacher): Mary Gomez
Julie Freedman	(Teacher): Sarah Moreno
Josah Perley	(Classified): Jason Nealy
Denise Schiller	

BSEP Planning & Oversight Committee Representative:

Aaron Schiller

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

Sagrario Zepeda

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 April 24, 2017.
8. This school plan was adopted by the School Governance Council on April 20, 2017.

Jennifer Corn Principal		4/20/17 Date
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Max Levine School Governance Council Chair		4/20/17 Date
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Patricia Saddler Director, Special Programs and Projects		6/14/17 Date
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Natasha Beery Director, Berkeley Schools Excellence Program		6/14/17 Date
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The Single Plan for Student Achievement Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	JUN 13 2017 4/11/17 Date
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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 2015-16.docx

Thousand Oaks Elementary has a current enrollment of 434 students. We have a diverse school: 37% Latino, 31% White, 14% Multi-ethnic, 13% African-American, and 4% Asian. Nineteen percent of students at Thousand Oaks are English Learners (not yet proficient in English), and 34% speak a language other than English at home (27% of our students are Spanish speakers, the other 8% include children who speak French, Hebrew, Japanese, Mandarin, Punjabi, Urdu, and more). The demographics of Thousand Oaks differ in comparison to the district for several student subgroups. Thousand Oaks has a lower number of African American students, yet a higher number of Hispanic/Latino and English Learner students. Forty-six percent of Thousand Oaks students are considered socio-economically disadvantaged.

Fifty percent of Thousand Oaks students are considered "unduplicated," meaning they are foster youth, English learners and/or socioeconomically disadvantaged. This proportion is significantly higher than the 36% of students district-wide who qualify as "unduplicated" under LCAP.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see attached Power Point: Thousand Oaks SGC Data presentation 2016-17. The analysis was presented to the School Governance Council in the fall of 2016 and includes state and local multiple measures.

Additionally, a review of the newly-released California School Dashboard school accountability system reveals several areas of concern for Thousand Oaks. Our results are coded either yellow (medium) or orange (low) in all areas.

Our strongest area is Mathematics, in which our overall rating for 14-15 was high (1.1 points above level 3), but we declined by 4 points in 15-16, giving us a yellow rating overall. Some subgroups—English learners, socioeconomically disadvantaged students, and Latino students—either maintained or increased their SBA math scores in 16-17, and multiracial students increased significantly. African-American students and students with disabilities declined significantly in 15-16, and white students saw a decline as well.

We are building on this relative strength in Mathematics, with an increased focus on differentiation to support struggling students and further challenge students who are high-achieving. We believe this focus on differentiated instruction will help us to more effectively support our African-American students and students with disabilities in particular.

In all three other areas—English Language Arts, English Learner Progress, and Suspension rate—Thousand Oaks has an orange (low) rating. In English Language Arts (ELA), our 14-15 results for all students were medium, 4 points below level 3, and those scores declined by 3.7 points in 15-16. The English Learner subgroup, in particular, had very low SBA scores in ELA in 14-15 and declined significantly in 15-16, with a red (lowest) rating. All the other subgroups with either low or very low ELA scores on the SBA in 14-15 either maintained or increased in 15-16. In terms of English learner progress, in 14-15 71.9% of English learners either reclassified as RFEP or made one year's progress on CELDT. That number decreased by 1.9% in 15-16. And our suspension rate increased from 1.1% in 14-15 to 2.2% in 15-16. Subgroups that saw increases in suspension rate include: students with disabilities, African-American students, multiracial students, and white students.

We have been focused on early intervention in reading for several years now, and we are optimistic that the gains we are seeing on local measures will begin to show up in the SBA results for 16-17. In addition, we are reclassifying 18 English learner students as RFEP this year, so we hope to see improvements in our English Learner Progress ratings on next year's dashboard. Finally, we have been working hard to implement Restorative Justice and alternatives to suspension, so we anticipate improvement in Suspension Rate as well.

We look forward to seeing the Dashboard updated with 16-17 data next fall, to help us evaluate progress in all areas and adjust our interventions where needed.

B. Surveys

The SGC developed and administered school surveys to parents/caregivers, 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.

219 students responded to the student survey, 172 parents/caregivers filled out their survey, and 20 staff responded to the staff survey.

When the SGC analyzed the results of these surveys, several themes emerged:

- Students and families are generally happy at Thousand Oaks: 98% of students say they have friends at school, and 85% report that they like school. 98% of students say that they feel respected by the adults at school, all or most of the time. Additionally, 98% of parents/caregivers report feeling welcome at school; 95% report that their child feels cared-for; and 95% say that their child feels connected to at least one adult at school.
- Concerns about school climate: 65% of the students surveyed reported that bullying is a problem once in a while, and another 11% considered bullying to be a serious problem that occurs frequently. Students seem particularly concerned about playground interactions, including teasing, hurtful words, exclusion, and some physical altercations.

- Allocation of academic intervention resources: Teachers appreciate T.O.'s RTI emphasis on reading intervention, in particular early intervention. They have seen improvements in schoolwide reading achievement. While they want to maintain those reading interventions, they also express concern that students who struggle in writing and math are not being adequately supported. Teachers would like more small-group writing support (especially in 5th grade) and help with differentiation in math.
- Books: Both teachers and students report that they need more books, at a range of levels, that are engaging and culturally responsive.

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, end-of-module, and trimester benchmark 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 2017, 3rd-5th grade students participated in 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. In 2013-14 we began to shift the focus of our schoolwide reading intervention supports, 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. (Previously, intervention resources were directed primarily to fourth and fifth graders who were well below grade level.) This LLI support was coupled with Reading Recovery (intensive one-on-one instruction) for first graders. We have continued to provide significant support to struggling readers in 16-17, using both LLI and Reading Recovery.

In mathematics, we have had a more difficult time providing adequate support to struggling students. With only a .2 FTE teacher dedicated to supporting students who struggle in mathematics, we have been unable to serve all the children who need additional help. This year we shifted many of our math interventions to an afterschool math clinic (using teacher hourly funds), enabling students to participate in classroom math instruction and then receive a second "dose" of support after school. While this model was an improvement over our previous math interventions, we recognize a need to continue to hone our approach to supporting students who struggle in mathematics—starting with collaborative conversations about how to more effectively differentiate our classroom instruction.

Finally, part of our high-quality instruction and curriculum is the provision of enrichment programs for students. In our surveys of students, parents, and staff, visual arts and music education are the most valued enrichment classes. We will continue to prioritize these programs for students.

Goal Two (Cultural and Linguistic Responsiveness):

We have been working to improve outcomes for students of color through teacher professional development about equity and equitable classroom practices, including our work to develop PLC (Professional Learning Community) practices within grade-level teams. In addition, our ELD and bilingual instructional programs directly serve our Latino and English-learner students.

Teacher professional development about equitable classroom practices and strategies in 16-17 has continued to focus on four instructional strategies: (1) Opt-in, (2) High Help, High Perfectionism, (3) Using Students' Life Experiences, and (4) Seeking Multiple Perspectives. By learning and reflecting on these four strategies, our staff has deepened our shared commitment to and skill set for ensuring the success of all students, particularly struggling Latino and African-American children. This year we also partnered with the Tucson-based Xican@ Institute for Teaching & Organizing (XITO) for professional development around ethnic studies and culturally responsive teaching.

Another area of focus in 2016-17 has been the development of Professional Learning Communities at T.O, which is also an equity-centered Professional Development strategy. A Professional Learning Community (PLC) is a collaborative team that works together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results. With training provided to a team of site leaders by the district, our grade-level teams have been adopting new collaborative structures for analyzing student work, planning curriculum, looking at data, etc. Teachers have participated in a couple of different inquiry cycles this year, focused on

The bilingual program at Thousand Oaks continues to evolve, as fewer monolingual Spanish speakers are enrolling in Berkeley schools. We continue to work with district staff to implement adjustments to the program, in response to changes in the student population.

And finally, our ELD teacher case manages about eighty-five students who are learning English, including recent immigrants from all over the world. These students receive direct instruction in English, using a program called Systematic ELD. In 16-17 our primary ELD teacher worked just 50% time, and other staff—the RTI coordinator and the Literacy Support Teacher—helped to support our English Learner students. For 17-18, those positions will be restructured, so that one person will case manage and support all English Learner students. We hope this change will bring more coherence and better communication with classroom teachers.

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

Our Family Engagement and Equity Coordinator has deepened and extended her work with both families and staff in 2016-17. She has conducted teacher professional development, to help build teachers' capacity to form successful partnerships with families. She also continues to reach out to families who have been disenfranchised, and builds relationships with those families, which in turn supports student achievement. This year, she has also worked closely with both the principal and the school secretary to increase our efforts to intervene with the families of students who are chronically late or absent.

We currently have a BACR counseling intern on site every day. She not only provides individual counseling to some students who need significant emotional, behavioral and/or psychological support; 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 challenging behaviors. Since she is here full-time, she can implement daily Check-in/Check-out behavioral supports for a number of students, and she is available to help with crisis response when needed. In addition, she facilitates counseling groups for students who have experienced the recent loss of a family member. All of these supports make a tremendous difference for our students and families who have experienced, or are currently experiencing, trauma or other stressors.

In addition to our Positive Behavior Supports for students, we also invest site funds in a partnership with HERO, which provides structured recess opportunities. HERO helps more students to be positively engaged during recess times. Some of the survey feedback about HERO was critical of the program, so this spring we intend to develop a process for re-interviewing HERO as well as other possible similar programs (the YMCA, for example) to determine which would be the best fit for our school.

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 intensive academic interventions to all students who are not yet at grade level in math, reading, and writing
- High absence and tardy rates
- 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 2016-17, but challenges remain as we plan for 2017-18.

- We have strengthened our academic intervention systems, especially in reading, so that they are more flexible, responsive, and data-driven. By focusing on early intervention, over time we are decreasing the need for intervention supports for older students. One focus for 17-18 is to improve our systems for identifying and supporting students who struggle in writing, particularly in fifth grade.
- In 16-17 we have improved collaboration between the principal, secretary, and Family Engagement Coordinator with respect to attendance. We will continue to strengthen these systems in 17-18, bringing attendance check-ins into our weekly RTI team meetings as well.
- In 2016-17, we have purchased culturally-responsive classroom library books, including biographies of important people of color, stories about being an ally, and books that help children discuss the complexities of gender identity and gender expression. In 2017-18 we will focus on buying more leveled books for classrooms, to continue to expand students' reading choices.
- We will continue to support teacher collaboration and professional development in 2017-18, as our literacy, ELD, and RTI 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 2016-17 we developed a new structure, the "data dive," in which classroom teachers and intervention teachers met to review data and discuss the progress of their shared students. These meetings were productive and we intend to continue with them in 17-18, meeting with each grade level twice during the year. We have also begun to have weekly meetings of the RTI team with a grade-level team (rotating each week), in order to analyze data, develop and refine intervention supports, etc. All of these structures are informed by the work we have been doing to strengthen our Professional Learning Community.
- 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 17-18, 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 2016-17 focus primarily on the following:

- Maintaining a focus on RACIAL EQUITY during site professional development
- Continuing to strengthen our RESPONSE TO INTERVENTION (RTI) systems and supports, working with classroom teachers to find ways to better support students in writing and math specifically
- 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, structured recess programming, and positive relationships with families. A positive school climate supports school attendance and student achievement.

VII. School and Student Performance Data (continued)

Table 1a - CAASPP Results (All Students) - English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	71	81	70	72	70	72	98.6	88.9
Grade 4	81	75	80	65	79	65	98.8	86.7
Grade 5	94	83	92	81	92	81	97.9	97.6
All Grades	246	239	242	218	241	218	98.4	91.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2421.0	2407.4	24	26	21	15	24	18	30	40
Grade 4	2457.5	2461.5	25	29	19	17	16	20	39	34
Grade 5	2520.9	2521.8	23	30	39	26	16	21	22	23
All Grades	N/A	N/A	24	28	27	20	19	20	30	32

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	30	25	36	40	33	35	
Grade 4	23	31	42	38	32	31	
Grade 5	30	37	50	40	20	23	
All Grades	28	31	43	39	27	29	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	19	49	42	30	39
Grade 4	22	23	39	43	34	34
Grade 5	34	28	41	49	25	23
All Grades	25	24	43	45	29	31

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	18	57	54	17	28
Grade 4	30	17	44	69	23	14
Grade 5	26	28	58	53	16	19
All Grades	27	22	53	58	19	20

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	15	63	49	20	36
Grade 4	15	15	44	51	18	34
Grade 5	36	32	49	60	15	7
All Grades	23	22	51	54	17	25

Conclusions based on this data:

- 1.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	71	81	70	76	69	76	98.6	84
Grade 4	81	75	80	70	78	69	98.8	89.3
Grade 5	94	83	92	83	92	83	97.9	100
All Grades	246	239	242	229	239	228	98.4	91.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2451.4	2443.4	27	20	29	37	21	24	21	20
Grade 4	2484.1	2489.9	20	23	25	30	35	30	18	16
Grade 5	2532.9	2524.0	35	29	20	24	26	25	20	22
All Grades	N/A	N/A	28	24	24	30	28	26	19	19

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	36	39	35	38	28	22	
Grade 4	33	36	36	35	28	29	
Grade 5	42	37	30	28	27	35	
All Grades	38	38	33	33	28	29	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	26	42	53	25	21
Grade 4	29	30	41	41	27	29
Grade 5	28	33	49	39	23	29
All Grades	30	30	44	44	25	26

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	29	49	53	16	18
Grade 4	18	26	50	43	28	30
Grade 5	28	30	47	45	25	25
All Grades	26	29	49	47	23	25

Conclusions based on this data:

- 1.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	96	84	71
Percent with Prior Year Data	99.0%	97.6%	100.0%
Number in Cohort	95	82	71
Number Met	63	51	45
Percent Met	66.3%	62.2%	63.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	94	16	81	22	85	14
Number Met	36	--	16	17	30	6
Percent Met	38.3%	--	19.8%	77.3%	35.3%	42.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	Yes	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K												***			
1		22	20	50	11	50	18	33	10	23	22		9	11	20
2	6		10	19	41	50	50	36	40	25	23				
3		7	10	35	27	29	35	67	48	24		14	6		
4	33	7	14	48	33	64	19	47	21		13				
5	36	36	7	43	50	53	21	14	27			7			7
Total	16	14	11	41	36	46	27	37	31	14	11	7	3	1	4

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. 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. She also provides direct service to struggling readers who need academic interventions.</p> <p>In addition to the Literacy Coach, the RTI teacher, the ELD teacher, and a reading intervention teacher provide small-group reading support to small groups of primarily EL and socio-economically disadvantaged students, who are struggling in reading. Our three Reading Recovery trained teachers will provide intensive 1:1 reading support to struggling first graders after school.</p>	<p>August 2017 to June 2018</p>	1102 Certificated Monthly	1.0 FTE Literacy Coach (.20 LCAP, .23 Title I, .02 BSEP, .55 BUSD)	Title I A - Basic Funding	27,250
		1102 Certificated Monthly	1.0 FTE Literacy Coach (.20 LCAP, .23 Title I, .02 BSEP, .55 BUSD)	BSEP	2,200
		4300 Materials and Supplies	Literacy Instructional Materials	BSEP	5,990
		1102 Certificated Monthly	Literacy Support for EL students (.10 LCAP, .10 BSEP) to be combined with	BSEP	10,000
		1116 Certificated Hourly	.8 ELD teacher for a 1.0 position	BSEP	1,000
		1116 Certificated Hourly	Substitutes to release teachers for collaboration, peer observation, etc.	BSEP Carryover	3,000
		1102 Certificated Monthly	Substitutes to release teachers for collaboration, peer observation, etc. - increase when carryover funds become available	BSEP	19,240
		1116 Certificated Hourly	.20 FTE Additional Literacy Support Teacher	District Allocation	10,106
		1116 Certificated Hourly	Extended Day Academic Intervention	BSEP	2,000
1116 Certificated Hourly	Teacher hourly to support Reading Recovery after school	BSEP Carryover	7,000		
1116 Certificated Hourly	Teacher hourly to support Reading Recovery after school - increase when carryover funds become available				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>We will also look into increased support for students who struggling in writing, through after school groups and/or shifting intervention resources for our oldest students toward writing support instead of reading.</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>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 Leader (MTL) on site to lead math instruction. The MTL will support 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>Trimester district math assessments help us monitor student progress. 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> <p>For students who need additional support in math, a .2 FTE Math intervention teacher will work three afternoons per week. She will do some pull-out math support during the school day, but her primary responsibility will be to coordinate an after school Math Clinic for students who are struggling in math.</p>	August 2017 to June 2018	4300 Materials and Supplies	Math materials, including manipulatives and computer licenses	BSEP	2,000
		1102 Certificated Monthly	.2 FTE Math Intervention Teacher	BSEP	19,230
		1116 Certificated Hourly	Teacher hourly Classroom teachers to work in the Math Clinic after school	BSEP	2,000
		4380 Other/Reserve	Personnel Variance	BSEP	3,285
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	279
		4300 Materials and Supplies	Increase when carryover becomes available	BSEP Carryover	2,010

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
We will attempt to recruit Cal students or other volunteers to help staff the clinic, alongside our math intervention teacher and classroom teachers who will be paid hourly to work after school.					
<p>3. 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. All teachers will collaborate with a MOCHA teaching artist to provide visual arts instruction that is integrated with and supports core academic content. We will partner with HERO, Inc. or another similar organization to provide 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. 	August 2017 to June 2018	<p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>2102 Classified Monthly</p> <p>4300 Materials and Supplies</p>	<p>MOCHA (Museum of Children's Art)</p> <p>MOCHA Arts Anchor</p> <p>Recess and Game Time Contract</p> <p>Character development through music</p> <p>.35 FTE Gardening Instructor</p> <p>Art supplies, sports equipment, and other materials for enrichment activities</p>	<p>PTA</p> <p>Other</p> <p>PTA</p> <p>PTA</p> <p>District Allocation</p> <p>PTA</p>	<p>13,000</p> <p>7,000</p> <p>30,000</p> <p>13,800</p> <p>7,800</p>
<p>4. Kindergarten IA</p> <p>In order to provide early intervention for kindergartners who are struggling in literacy and math, a bilingual IA works in all four K classes. The IA is trained by the Literacy Coach and the classroom teachers to provide one-on-one support in both literacy and math to struggling kindergartners.</p>	August 2017 to June 2018	2102 Classified Monthly	.64 FTE Bilingual IA	BSEP	29,940

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>August 2017 through June 2018</p>				
<p>2. RTI/Coordination of Services Team</p> <p>In order to effectively serve our students and families, our RTI coordinator (.2 FTE) convenes a weekly meeting of our RTI/Coordination of Services team. At that meeting, the RTI coordinator, the principal, the Family Engagement Coordinator, the Literacy Coach, the district behaviorist, and our counselor track students and families who need and/or receive school-based services. At these weekly meetings, we analyze data, identify and monitor students in need of support (academic, emotional, behavioral), and look for ways to deepen connections with families.</p> <p>Case management of student support services includes: hearing, vision, dental, homelessness, health and social service related issues, behavior, mental health, and attendance, in addition to academic performance.</p>	<p>August 2017 through June 2018</p>	<p>1102 Certificated Monthly</p>	<p>.50 Rtl Coordinator (LCAP)</p>	<p>District Allocation</p>	
<p>3. Attendance</p> <p>Continue to monitor attendance and utilize the SART and SARB processes, as well as personal outreach by the Family Engagement & Equity Coordinator, to</p>	<p>August 2017 to June 2018</p>	<p>4300 Materials and Supplies</p>	<p>Incentives and awards</p>	<p>PTA</p>	<p>200</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
support families with attendance problems. Provide incentives to students to arrive at school on time every day--perfect attendance awards, etc.					
<p>4. 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 ADEPT assessment to monitor the progress on ELs in order to target ELD instruction at the appropriate level. • Participate in district professional development and provide site-level training to teachers and staff, to ensure that all EL students receive required ELD content. • Use ELD curriculum and materials, and supplementary materials based on student need. • Hold parent/guardian workshops on understanding the CELDT and the ELD program at Thousand Oaks. • Devote staff/collaboration time to analyzing CELDT levels 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. 	August 2017 to June 2018	1102 Certificated Monthly 4300 Materials and Supplies	.80 FTE ELD Teacher (LCAP) ELD materials	District Allocation BSEP	1,000

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. 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
The Single Plan for Student Achievement

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>	<p>August 2017 to June 2018</p>	<p>2116 Classified Hourly</p>	<p>Child care for parent meetings</p>	<p>Title I A - Parent Involvement</p>	<p>718</p>
<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 regular Café Con Leche/Coffee with the Principal to provide an additional channel of communication and foster positive home-school relationships. • Workshops and meetings for English Language Learner families, such as understanding the CELDT. • Counseling workshops/ positive parenting 	<p>August 2017 through June 2018</p>	<p>2102 Classified Monthly 4300 Materials and Supplies</p>	<p>Translation Food, Refreshments for Parent Participation meetings</p>	<p>Title I A - Basic Funding PTA</p>	<p>500 500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>workshops.</p> <ul style="list-style-type: none"> 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 2017 through June 2018	2116 Classified Hourly	Translation	Title I A - Basic Funding	500
<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). Assisting parents in accessing community based support organizations (Ex: counseling, school 	August 2017 through June 2018	2102 Classified Monthly	Site Coordinator for Family Engagement & Equity (.6 FTE LCAP)	District Allocation	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
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 2017 to June 2018	2102 Classified Monthly	School Service Assistant	District Allocation	
<p>6. 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 expectations throughout the year. 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 	August 2017 to June 2018	4300 Materials and Supplies	Incentives for positive behavior	PTA	1,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>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.</p> <ul style="list-style-type: none"> The RTI team will implement specific behavior interventions for individual students (as needed). The principal and counselor will use Restorative Justices practices when appropriate to respond to student conflicts and behavior issues. Student Positive Behavior Leaders (4th and 5th graders) will look for ways to encourage their peers to follow school rules and promote a positive school climate. 					
<p>7. Behavioral Health supports</p> <p>A full-time counseling intern will provide a variety of behavioral health supports, including:</p> <ul style="list-style-type: none"> Individual therapy Group therapy and social skills groups Consultation with teachers, and whole-class lessons on bullying, conflict resolution, and other social-emotional topics Tier Two behavioral interventions like Check-In/Check-Out Restorative Justice practices 	August 2017 to June 2018	5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions	Bay Area Community Resources Bay Area Community Resources (LCAP) Bay Area Community Resources (City of Berkeley)	BSEP District Allocation Other	11,000 12,000 5,000

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	28,529	0.00
Title I A - Parent Involvement	718	0.00
BSEP	108,885	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	108,885.00
BSEP Carryover	12,010.00
District Allocation	22,106.00
Other	12,000.00
PTA	66,300.00
Title I A - Basic Funding	28,529.00
Title I A - Parent Involvement	718.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	77,920.00
1116 Certificated Hourly	25,106.00
2102 Classified Monthly	30,440.00
2116 Classified Hourly	1,218.00
4300 Materials and Supplies	20,500.00
4380 Other/Reserve	3,564.00
5800 Contracted Services (inc software subscriptions)	91,800.00

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	50,670.00
1116 Certificated Hourly	BSEP	5,000.00
2102 Classified Monthly	BSEP	29,940.00
4300 Materials and Supplies	BSEP	8,990.00
4380 Other/Reserve	BSEP	3,285.00
5800 Contracted Services (inc software	BSEP	11,000.00
1116 Certificated Hourly	BSEP Carryover	10,000.00
4300 Materials and Supplies	BSEP Carryover	2,010.00
1116 Certificated Hourly	District Allocation	10,106.00
5800 Contracted Services (inc software	District Allocation	12,000.00
5800 Contracted Services (inc software	Other	12,000.00
4300 Materials and Supplies	PTA	9,500.00
5800 Contracted Services (inc software	PTA	56,800.00
1102 Certificated Monthly	Title I A - Basic Funding	27,250.00
2102 Classified Monthly	Title I A - Basic Funding	500.00
2116 Classified Hourly	Title I A - Basic Funding	500.00
4380 Other/Reserve	Title I A - Basic Funding	279.00
2116 Classified Hourly	Title I A - Parent Involvement	718.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,130.00
Goal 2	1,200.00
Goal 3	31,218.00

BUDGET SUMMARY 2017-18

Thousand Oaks (120)	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
Budget Item		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Lit Coach/TSA	1102	2,200	0.02	27,250	0.23		0.20				0.55	1.00
RTI Teacher	1102						0.50					0.50
ELD Teacher	1102						0.80					0.80
RTI Teacher	1102	10,000	0.10				0.10					0.20
Math Intervention TSA	1102	19,230	0.20									0.20
Reading Intervention TSA	1102	19,240	0.20									0.20
Teacher Subs	1114	1,000										
Teacher Hourly	1116	5,000										
Extended Day After School Intervention						10,106						
Bilingual IA	2102	29,940	0.64									0.64
Tutors	2146											
Parent Involvement - Translation and Childcare				1,718								
Materials & Supplies	4300	7,990						9,500				
Contract - Recess & Classroom Game Time	5800							30,000				
Contract (MOCHA)	5800							13,000		7,000		
Contract (Zeiller)	5800							13,800				
Contract (BACR)	5800	11,000				12,000				5,000		
Unallocated Reserve		3,285		279								

Total Expenditures

108,885

29,247

22,106

1.60

66,300

12,000

Revenue Allocation

108,885

29,247

Carryover Priorities

Teacher Hourly

7,000

Materials & Supplies

2,010

Teacher Subs

3,000

Total Carryover Priorities

12,010