

# THOUSAND OAKS INDICATORS OF PROGRESS 2010-2014



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# OUTCOMES

1. Review some of the data available regarding student academic performance at Thousand Oaks
2. Select areas of focus for the SGC (What questions would you like to have answered?)
3. Identify sources of data that will help you answer those questions

???????

How can data help you develop a school plan?

What data is most useful for developing a school plan?

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The Local Control Funding Formula defined below provided the foundation for BUSD's new goals

## Toward Increasing Equity:

- ▶ The new funding formula is “designed to send additional funds to districts where the need and challenge is greatest.”
- ▶ LCFF provides for a base amount per student (which varies by grade level) plus supplemental funding for students in three subgroups: English Learners (EL), Low Income (LI), and foster youth

Adapted from: [www.erstrategies.org](http://www.erstrategies.org)

## BUSD created the Local Control Accountability Plan to meet the requirements of the Local Control Funding Formula

The **Local Control and Accountability Plan (LCAP)** 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 LCFF supplemental expenditures and the indicators for monitoring progress.

## Here Are Some Changes in How We Viewed Data this Year as Compared to Last Year

- ▶ LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) drives how the district is setting academic goals
- ▶ With the transition to the Common Core Standards, the CST has been replaced by the new Smarter Balanced Assessments (SBA)
- ▶ District Survey Data is not included because the survey was in a transitional year
- ▶ Both the Smarter Balanced Assessment results and the District Survey will be used as measures next year

# THOUSAND OAKS STUDENTS 3<sup>RD</sup> GRADE TCRWP

**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.**

**By 2015-16, 80% or more of third grade students will meet end of year reading targets as measured by the Teacher College Reading and Writing Project Assessment (TCRWP).**

<b>Third Grade Proficiency</b>	<b>2013-14 District</b>	<b>2013-14 Thousand Oaks</b>	<b>2012-13 District</b>	<b>2012-13 Thousand Oaks</b>	<b>2011-12 District</b>	<b>2011-12 Thousand Oaks</b>	<b>2010-11 District</b>	<b>2010-11 Thousand Oaks</b>
<b>TCRWP</b>	69%	66%	72%	70%	68%	59%	60%	30%

**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.**

By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test.

<b>AMAO 1 (State Target)</b>	<b>2013-14 (59.0%)</b>	<b>2012-13 (57.5%)</b>	<b>2011-12 (56%)</b>	<b>2010-11 (54.6%)</b>
<b>District EL Progress</b>	68.6%	62.8%	65.2%	60.6%
<b>Thousand Oaks</b>	66.3%	64.2%	63%	71.3%



**By 2016-17, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase 3% annually.**

AMAO 2	Newcomers: Less than Five Years in US Schools			Long-Term English Learners: Five or More Years in US Schools			Met Targets
	State Target	BUSD	Thousand Oaks	State Target	BUSD	Thousand Oaks	
<b>2010-11</b>	18.7%	32.1%	32.1%	43.2%	51.3%	NA	Yes
<b>2011-12</b>	20.1%	28.7%	31.4%	45.1%	51.7%	N/A	Yes
<b>2012-13</b>	21.4%	29.4%	36.2%	47%	60.3%	N/A	Yes
<b>2013-14</b>	22.8%	31.5%	38.3%	49.0%	59.6%	N/A	Yes

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**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.**

**2.1 Reduce the percentage of African-American students identified for special education services.**

<b>Special Education</b>	<b>District</b>	<b>Thousand Oaks</b>	<b>District</b>	<b>Thousand Oaks</b>	<b>District</b>	<b>Thousand Oaks</b>	<b>District</b>	<b>Thousand Oaks</b>
	<b>2013-14</b>		<b>2012-13</b>		<b>2011-12</b>		<b>2010-11</b>	
<b>Total Enrollment</b>	9908	467	9779	473	9316	437	9398	452
<b>Percent Special Education Students</b>	11%	6%	10%	9%	12%	9%	11.7%	9%
<b>Percent of African-American students identified as Special Education</b>	21%	17%	23%	23%	24%	25%	23%	30%
<b>Percent of Special Education Students who are African-American</b>	40%	29%	46%	19%	44%	20%	44%	20%

**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.**

**Increase the percentage of participants of color serving on a School Governance Council or a School Site Council so that the representatives on these committees mirror the demographic of our student population.**

<b>School Governance Council Membership*</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
<b>Total Number of Parent and Student Members *</b>	245	260	270	270
<b>African-American</b>	52 (21%)	50 (19%)	55 (20%)	48 (18%)
<b>Asian-American / Pacific Islander / Filipino</b>	12 (5%)	15 (6%)	7 (3%)	13 (5%)
<b>Hispanic or Latino</b>	27 (11%)	35 (14%)	40 (15%)	44 (16%)
<b>Two or More Races, Native American or Other</b>	16 (7%)	14 (5%)	16 (6%)	18 (7%)
<b>White</b>	138 (56%)	146 (56%)	152 (56%)	147 (54%)

Represents BUSD data as self-identified by member

**Increase the percentage of teachers who are African-American,  
Latino, and/or two or more races by 3% annually.**

<b>Race / Ethnicity</b>	<b>% of Students</b>	<b>% of Teachers</b>	<b>% of Students</b>	<b>% of Teachers</b>	<b>% of Students</b>	<b>% of Teachers</b>	<b>% of Students</b>	<b>% of Teachers</b>
<b>African-American, not Hispanic</b>	19%	7%	20%	7%	21%	7%	22%	7%
<b>Asian / Filipino, not Hispanic</b>	8%	7%	8%	8%	8%	7%	9%	8%
<b>Hispanic or Latino of any race</b>	22%	9%	24%	8%	22%	9%	22%	7%
<b>Two or more races, not Hispanic</b>	12%	5%	11%	4%	11%	4%	10%	4%
<b>White, not Hispanic</b>	37%	69%	35%	67%	33%	67%	33%	63%
<b>Other / No Response</b>	1%	2%	2%	6%	5%	6%	4%	11%

**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.**

**Reduce the number of students with five or more days of unexcused and excused absences by 10% annually.**

Totals	2013-14	2012-13	2011-12	2010-11
<b>Total District Elementary Enrollment</b>	4403	4206	4070	3953
<b>District Elementary students with more than 5 days of unexcused and unverified absences</b>	763 (17%)	692 (16%)	730 (18%)	973 (25%)
<b>Elementary students with more than 10% of total days marked as absences</b>	317 (7%)	269 (6%)	232 (6%)	330 (8%)
<b>Total Thousand Oaks Elementary Enrollment</b>	467	473	437	452
<b>Thousand Oaks students with more than 5 days of unexcused and unverified absences</b>	88 (19%)	104 (22%)	83 (19%)	108 (24%)

What other Data would help answer questions you have related to your school plan?

- ▶ Think (1 minute)
- ▶ Pair (2 minutes)
- ▶ Share out (3 minutes)

# THANK-YOU!

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