

Thousand Oaks Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Berkeley Unified School District

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District Governing Board

Judy Appel, President
Beatriz Leyva-Cutler, Vice President
Ty Alper, Clerk
Ka'Dijah Brown
Julie Sinai
Arvin Hariri (student)
Oneida Abrams (student)

District Administration

Donald Evans, Ed.D.
Superintendent
Donald Evans
Superintendent
Pasquale Scuderi
**Associate Superintendent
Educational Services**

Pauline Follansbee
**Assistant Superintendent
Business 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	56
Grade 1	79
Grade 2	72
Grade 3	67
Grade 4	78
Grade 5	71
Total Enrollment	423

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.1
American Indian or Alaska Native	0.0
Asian	4.3
Filipino	0.5
Hispanic or Latino	37.1
Native Hawaiian or Pacific Islander	0.0
White	32.4
Two or More Races	13.7%
Socioeconomically Disadvantaged	44.9
English Learners	17.7
Students with Disabilities	10.6
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	27	27	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Berkeley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	668
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Thousand Oaks Elementary	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: December 2017	
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 2013 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%

Note: Cells with N/A values do not require data.

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.⁷

Date of Last Inspection: April 2, 2018

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems
Interior: Interior Surfaces	Good	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems
Electrical: Electrical	Good	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: December 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good Fair	No apparent problems
Structural: Structural Damage, Roofs	Good	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Play matting is getting worn and should be replaced in the next couple of years
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	46.0	46.0	59.0	64.0	48.0	50.0
Math	46.0	41.0	54.0	57.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.5	23.5	19.1

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	210	98.59	45.71
Male	105	105	100.00	40.00
Female	108	105	97.22	51.43
Black or African American	24	24	100.00	20.83
Asian	--	--	--	--
Hispanic or Latino	89	88	98.88	37.50
White	65	63	96.92	63.49
Two or More Races	26	26	100.00	50.00
Socioeconomically Disadvantaged	90	88	97.78	23.86
English Learners	49	48	97.96	25.00
Students with Disabilities	20	20	100.00	10.00

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	210	98.59	41.43
Male	105	105	100	40
Female	108	105	97.22	42.86
Black or African American	24	24	100	20.83
Asian	--	--	--	--
Hispanic or Latino	89	88	98.88	28.41
White	65	63	96.92	63.49
Two or More Races	26	26	100	53.85
Socioeconomically Disadvantaged	90	88	97.78	17.05
English Learners	49	48	97.96	18.75
Students with Disabilities	20	20	100	20

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents, families and community members have multiple opportunities to be involved at Thousand Oaks Elementary School. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contributes to a wonderful partnership between home and school, benefiting the children at Thousand Oaks. Some parents/caregivers help in classrooms as room parents, tutors and helpers, assist with yard supervision, chaperone field trips and help with special events. Parents/caregivers also assume leadership roles and become members of our parent groups and advisory committees. They serve as leaders and members of our School Site Council (SSC) and our English Learner Advisory Committee (ELAC), and represent our school on district advisory committees. Parents/caregivers lead and participate in parent groups such as Voices of the Village (Black Parent Group) and the PTA. These parent groups promote community and involvement with their many school events and celebrations, such as our Harvest Festival, Black History Month and Asian-American Heritage and Cinco de Mayo celebrations. Our PTA hosts numerous events and therefore many opportunities for involvement annually, including Book Fairs, Science Fair and Math and Literacy Nights. Please feel free to contact our Office of Family Engagement and Equity Specialist Laura Rivas at 510-644-4114/ laurarivas@berkeley.net to learn about more opportunities to get involved.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 and disaster preparedness 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	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.4	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.1	1.8	1.9
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	18	17	22	4	4				3			
1	21	17	21	1	4	1	2		2			
2	21	23	19	1		3	3	3	1			
3	19	21	22	4	1	2		3	4			
4	24	24	38				3	3	3			1
5	59	54	47			5	3	3	3	1	1	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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. All K-8 schools have 5 dedicated 2 hour collaborations per year to integrate Common Core Standards, English Language Development teaching strategies, Content and Curriculum knowledge, and Social Emotional Learning into teaching practices. Every K-8 site has Literacy Coach and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. From 2016-2018, professional development K-8 has explicitly focused on the integration of content area subjects with English Language Development teaching strategies and equitable teaching practices. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,336	\$47,547
Mid-Range Teacher Salary	\$72,595	\$74,775
Highest Teacher Salary	\$90,080	\$93,651
Average Principal Salary (ES)	\$119,440	\$116,377
Average Principal Salary (MS)	\$125,646	\$122,978
Average Principal Salary (HS)	\$136,123	\$135,565
Superintendent Salary	\$248,416	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

* 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 has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,077.83	\$2,113.18	\$7,964.65	\$77,610.34
District	◆	◆	\$10,890.22	\$75,102
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-31.0	3.3
Percent Difference: School Site/ State			11.1	1.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.