

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thousand Oaks	01-61143-6090310	May 13, 2022	June 1, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The SSC developed and administered school surveys in the 2018-2019 school year 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.

214 students responded to the student survey, 195 parents/caregivers filled out their survey, and 25 staff responded to the staff survey.

Key findings from the student survey:

A large majority of students feel cared-for, say that the grown-ups at school believe they can do a good job, and report that adults help them when they need it. Many also report that they do well in school and that grown-ups tell them when they do a good job.

Some area that were slightly lower rated: Only 70% of students say that kids know the rules at school, and only 49% say that adults ask them about their ideas.

In terms of differentiation, support, and challenge: 68% of students say their assignments are just right, 14% say they are too easy, and 14% say they are too hard.

The most-cited things that students like about school: recess, friends, and teachers.

Key findings from the family survey:

Overall, parents and caregivers are very appreciative of the teachers and classes, diversity, community, and staff. They feel like they are treated with respect and cared about.

Families find visual art, music, gardening, and creek studies programs quite valuable. Many parents/caregivers lack understanding of how technology (particularly Chromebooks) is being used in classrooms.

Families would like to see increased supports for students with Dyslexia, as well as increased opportunities for high achieving students.

Many families are resistant to the school's attendance policy and focus on improving attendance. They expect their children to be absent for an average of 3-5 days yearly.

An area for growth is that many caregivers don't know who to contact with concerns and/or don't feel like their opinions are asked. They'd like it to be easier to volunteer at the school, as well.

Specific concerns were raised about campus safety, and the need to secure the perimeter of the campus. Concerns were also raised about the PTA, which is perceived by many to be inaccessible and less inclusive than it should be.

Key findings from the staff survey:

Staff generally feels they're getting lots of Professional Development (PD) around Social/Emotional Learning and Equity, which they find valuable. They'd like more PD around math and writing, and both strategies and support for differentiation. For math and writing, another theme was a specific request for more basic skills instruction, e.g. writing mechanics. For math, there is interest in a differentiated approach like Math Workshop, and a need for time to learn alternate programs, e.g. Do the Math, in order to differentiate for students with disabilities.

In terms of support for differentiation, staff generally asked for more adults (not just strategies) such as tutors, push in, and that training include all staff working with students - classified and certificated.

Equity PD: Staff like that it's ongoing and consistent rather than one and done. They appreciate time for reflection. They like "Pacts," which are practical, since they're used in the classrooms and help students. Staff highlighted a need for classroom library books with diverse characters, accountability and data, and hiring more teachers of color.

In term of specific programs, staff especially valued Lisa Z, after school hourly, and recess supervision. Staff gave lower ranking to gardening and assemblies - and MOCHA was on the border.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

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.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing, and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year. Staff meetings and collaboration meetings give teachers time to analyze student work and assessments and plan and work on specific lessons for targeting low achieving students.

Local assessments in reading, math, and writing guide instruction. The TCRWP reading assessment, given 3 times yearly, monitors accuracy, fluency, and comprehension. Assessments for spelling (DOLCH), writing, and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning.

ELPAC is administered to all EL students each winter to provide information on their academic progress.

Teachers use differentiated instruction to support advanced learners. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from pull-out classes to teaching strategies and content that are integrated into all classrooms. Many research-based strategies are routine practices at Thousand Oaks, including Writers Workshop, Reading Workshop, differentiated instruction, and enrichment activities.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Running records, DIBELS, Fast Track, STAR 360, and spelling assessments, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. The RTI team uses this assessment information to identify students for intervention services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Thousand Oaks are certificated and teaching within their credentialed area. In addition, all teachers are CLAD certified, enabling them to teach English Language Learners. All teachers in bilingual classrooms are B-CLAD certified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teaching staff attended SB472 training on implementing our district adopted Eureka Math curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All site-based and district-wide staff development is aligned with grade level Common Core standards and addresses the professional needs of teachers to increase student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our site-based Literacy Coach provides literacy instructional assistance. In addition, the Literacy Coach offers ongoing support and service for teachers through collaborative planning, co-teaching, and small group instruction. This in-classroom support allows teachers to observe and learn best literacy practices and assessment techniques.

The district math coach and our math interventionist/coach model lessons help teachers implement math curriculum based on the Common Core Standards. Set up yearly math teaching plans, and support teachers with differentiation in math.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the designated grade-level Common Core standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area are designated, and students are expected to make grade-level progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculums)

30 English Language Development

60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Language Development

60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts (reading and writing)

30 English Language Development and other English Language Arts interventions

50 Math, including interventions

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are used at every grade level for core curriculum. Additional materials in Spanish have been purchased with site funds to provide English Language Learners support with the core curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted, standards-aligned instructional materials for the core curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Support services enable underperforming students to meet standards during and after school.

The services include Reading Recovery, Leveled Literacy Intervention, Wilson, support through the RTI program, ELD, before and after school intervention, and school-based support from the Resource Teacher and Full Inclusion Teacher.

Evidence-based educational practices to raise student achievement

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods.

Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP and SST meetings. Back to School Night and Open House. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teacher and Full Inclusion Teacher work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support. Other support services include: Adaptive Physical Education, Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students and our counselors provide free parenting trainings and talks.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council is composed of 4 parents and 3 teachers, one classified staff member and the principal, who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funding is used for materials to support and increase the academic abilities of English Learners. Teachers have been trained in Systematic ELD and use Guided Reading Plus (enhanced guided reading strategies) daily in their classrooms. English Language Development professional development and coaching are provided by the district English Learner Teacher.

Data guides the work of the instructional staff including the Literacy Coach, Literacy Support Teacher, Special Education Teachers, and the RTI Coordinator, who instructs in all of the techniques of in-class guided reading and literacy and literacy block instruction.

The RTI Coordinator and RTI teacher leader coordinate and implement intervention for individuals or small groups of students based on their assessment results. The implementation of this program enables low-performing students to have greater access to needed support so they can achieve success in meeting standards.

Fiscal support (EPC)

Thousand Oaks represents one of the largest Elementary schools in the district. We truly have a diverse student population, including an average percentage of English Language Learners, and almost half of our students receiving free and/or reduced lunch, as well as many advanced learners. This diversity enriches our school and also poses challenges as at times we have limited resources to best meet the needs of our students. Students would benefit from increased resources in the areas of Literacy support, Math support, ELD, and RTI support. It is our hope that through strategic budgeting and by identifying and acquiring additional funding sources (such as grants) we can more fully serve our growing and diverse student population.

Fiscal support is provided through the BUSD general fund, district and teacher/parent generated grants, parent fundraising, and state and federal funds. Additionally, the city BSEP funds support the school with educational materials, lower class sizes, a librarian, books, enrichment programs, and physical improvements.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school worked closely with the SSC member's. The SSC reviewed and updated the SPSA on a monthly basis. In addition, the information was shared with the ELAC president and committee members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	68	62	55
Grade 1	55	66	63
Grade 2	70	56	61
Grade3	69	71	53
Grade 4	68	65	65
Grade 5	73	70	65
Total Enrollment	403	390	362

Conclusions based on this data:

1. The student enrollment declined or remained the same at all grade levels with the exception of 2nd grade where there was a slight increase.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	76	72	57	18.9%	18.5%	15.7%
Fluent English Proficient (FEP)	41	34	23	10.2%	8.7%	6.4%
Reclassified Fluent English Proficient (RFEP)	0	4	6	0.0%	5.3%	8.3%

Conclusions based on this data:

1. The student enrollment of English learners has decreased.
2. Students have been reclassified at a higher rate throughout the years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	64	68	45	63	67	0	63	67	0	98.4	98.5	0.0
Grade 4	78	69	53	77	68	0	77	68	0	98.7	98.6	0.0
Grade 5	71	74	49	70	74	0	70	74	0	98.6	100	0.0
All Grades	213	211	147	210	209	0	210	209	0	98.6	99.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2409.	2426.		19.05	26.87		22.22	16.42		28.57	26.87		30.16	29.85	
Grade 4	2465.	2468.		24.68	27.94		25.97	17.65		12.99	17.65		36.36	36.76	
Grade 5	2489.	2520.		15.71	25.68		28.57	33.78		28.57	20.27		27.14	20.27	
All Grades	N/A	N/A	N/A	20.00	26.79		25.71	22.97		22.86	21.53		31.43	28.71	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.98	28.36		38.10	46.27		34.92	25.37	
Grade 4	24.68	30.88		50.65	44.12		24.68	25.00	
Grade 5	15.71	33.78		55.71	44.59		28.57	21.62	
All Grades	22.38	31.10		48.57	44.98		29.05	23.92	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.87	20.90		46.03	49.25		38.10	29.85	
Grade 4	22.08	17.65		45.45	51.47		32.47	30.88	
Grade 5	22.86	27.03		45.71	51.35		31.43	21.62	
All Grades	20.48	22.01		45.71	50.72		33.81	27.27	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.63	23.88		57.14	59.70		22.22	16.42	
Grade 4	23.38	25.00		57.14	58.82		19.48	16.18	
Grade 5	15.71	18.92		65.71	60.81		18.57	20.27	
All Grades	20.00	22.49		60.00	59.81		20.00	17.70	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.05	26.87		49.21	44.78		31.75	28.36	
Grade 4	22.08	22.06		51.95	47.06		25.97	30.88	
Grade 5	17.14	31.08		52.86	48.65		30.00	20.27	
All Grades	19.52	26.79		51.43	46.89		29.05	26.32	

2019-20 Data:

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Conclusions based on this data:

1. CAASPP results have declined in all areas.
2. Enrollments has shifted a bit as well.
3. 5th grade results have declined more than other grade levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	64	68	45	63	67	0	63	67	0	98.4	98.5	0.0
Grade 4	78	69	53	77	69	0	77	69	0	98.7	100	0.0
Grade 5	71	74	49	70	74	0	70	74	0	98.6	100	0.0
All Grades	213	211	147	210	210	0	210	210	0	98.6	99.5	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2435.		25.40	26.87		23.81	20.90		25.40	25.37		25.40	26.87	
Grade 4	2470.	2467.		16.88	20.29		20.78	23.19		40.26	28.99		22.08	27.54	
Grade 5	2495.	2518.		15.71	20.27		22.86	21.62		22.86	39.19		38.57	18.92	
All Grades	N/A	N/A	N/A	19.05	22.38		22.38	21.90		30.00	31.43		28.57	24.29	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.92	32.84		31.75	34.33		33.33	32.84	
Grade 4	24.68	27.54		32.47	31.88		42.86	40.58	
Grade 5	15.71	24.32		42.86	40.54		41.43	35.14	
All Grades	24.76	28.10		35.71	35.71		39.52	36.19	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.33	26.87		34.92	43.28		31.75	29.85	
Grade 4	28.57	23.19		45.45	49.28		25.97	27.54	
Grade 5	20.00	21.62		42.86	59.46		37.14	18.92	
All Grades	27.14	23.81		41.43	50.95		31.43	25.24	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.16	32.84		44.44	41.79		25.40	25.37	
Grade 4	20.78	27.54		51.95	40.58		27.27	31.88	
Grade 5	17.14	20.27		48.57	56.76		34.29	22.97	
All Grades	22.38	26.67		48.57	46.67		29.05	26.67	

2019-20 Data:

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Conclusions based on this data:

1. The Problem Solving and Modeling/Data Analysis data increased (Above Standard) in 3rd and 4th grade.
2. The data has declined throughout the years.
3. The Communicating Reasoning data increased (Above Standard) in 3rd and 4th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1394.2	1415.1	*	1409.5	1428.5	*	1358.3	1383.9	*	13	19	7
1	1418.1	*	*	1442.6	*	*	1393.3	*	*	15	10	8
2	1446.1	1458.9	1503.4	1460.2	1462.1	1495.1	1431.6	1455.0	1511.3	13	14	14
3	1515.0	1470.4	*	1519.6	1468.7	*	1510.0	1471.5	*	11	11	7
4	*	1452.6	*	*	1467.4	*	*	1437.4	*	*	11	6
5	1547.3	*	*	1538.5	*	*	1555.8	*	*	12	8	8
All Grades										73	73	50

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.26	*	*	52.63	*	*	36.84	*	*	5.26	*	13	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*	15	*	*
2	*	14.29	21.43	*	57.14	57.14	*	21.43	21.43	*	7.14	0.00	13	14	14
3	*	18.18	*	*	27.27	*	*	36.36	*	*	18.18	*	11	11	*
4	*	18.18	*	*	54.55	*	*	0.00	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	26.03	13.70	22.00	39.73	43.84	52.00	17.81	30.14	18.00	16.44	12.33	8.00	73	73	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.05	*	*	47.37	*	*	21.05	*	*	10.53	*	13	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*	15	*	*
2	*	28.57	35.71	*	50.00	42.86	*	14.29	21.43	*	7.14	0.00	13	14	14
3	*	36.36	*	*	36.36	*	*	9.09	*		18.18	*	11	11	*
4	*	45.45	*	*	36.36	*		0.00	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*		*	*		*	*	12	*	*
All Grades	52.05	35.62	44.00	28.77	36.99	38.00	*	16.44	14.00	*	10.96	4.00	73	73	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.26	*	*	21.05	*	*	63.16	*	*	10.53	*	13	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*	15	*	*
2	*	0.00	21.43	*	42.86	57.14	*	42.86	21.43	*	14.29	0.00	13	14	14
3	*	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	11	11	*
4		9.09	*	*	45.45	*	*	18.18	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*		*	*		*	*	12	*	*
All Grades	*	2.74	18.00	30.14	31.51	38.00	28.77	41.10	24.00	28.77	24.66	20.00	73	73	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.05	*	*	68.42	*	*	10.53	*	13	19	*
1	*	*	*	*	*	*	*	*	*	15	*	*
2	*	28.57	28.57	*	50.00	71.43	*	21.43	0.00	13	14	14
3	*	18.18	*	*	54.55	*	*	27.27	*	11	11	*
4	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*		*	*	12	*	*
All Grades	50.68	28.77	32.00	36.99	57.53	64.00	*	13.70	4.00	73	73	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.05	*	*	63.16	*	*	15.79	*	13	19	*
1	*	*	*	*	*	*	*	*	*	15	*	*
2	*	28.57	28.57	*	64.29	71.43	*	7.14	0.00	13	14	14
3	*	45.45	*	*	45.45	*		9.09	*	11	11	*
4	*	63.64	*		18.18	*	*	18.18	*	*	11	*
5	100.00	*	*		*	*		*	*	12	*	*
All Grades	63.01	38.36	46.00	24.66	47.95	44.00	*	13.70	10.00	73	73	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	94.74	*	*	5.26	*	13	19	*
1	*	*	*	*	*	*	*	*	*	15	*	*
2	*	14.29	28.57	*	64.29	71.43	*	21.43	0.00	13	14	14
3	*	0.00	*	*	45.45	*	*	54.55	*	11	11	*
4		9.09	*	*	63.64	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*		*	*	12	*	*
All Grades	*	4.11	28.00	57.53	67.12	50.00	28.77	28.77	22.00	73	73	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	31.58	*	*	47.37	*	*	21.05	*	13	19	*
1	*	*	*	*	*	*	*	*	*	15	*	*
2	*	0.00	21.43	*	85.71	71.43	*	14.29	7.14	13	14	14
3	*	9.09	*	*	81.82	*	*	9.09	*	11	11	*
4	*	18.18	*	*	54.55	*		27.27	*	*	11	*
5	91.67	*	*	*	*	*		*	*	12	*	*
All Grades	28.77	15.07	22.00	42.47	65.75	64.00	28.77	19.18	14.00	73	73	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, most students are in Level 3 or 4.
2. Students need support in reading and writing domains.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
362	34.5	15.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	15.7
Foster Youth		
Homeless	5	1.4
Socioeconomically Disadvantaged	125	34.5
Students with Disabilities	30	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	11.3
American Indian or Alaska Native	2	0.6
Asian	18	5.0
Filipino	3	0.8
Hispanic	115	31.8
Two or More Races	51	14.1
Native Hawaiian or Pacific Islander		
White	131	36.2

Conclusions based on this data:

1. The school has a high percentage of students who are socioeconomically disadvantaged. Our students need social emotional support.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="295 751 371 779">Green</p>	<p data-bbox="672 667 946 699">Chronic Absenteeism</p>  <p data-bbox="782 751 836 779">Red</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1250 751 1326 779">Green</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="295 951 371 978">Green</p>		

Conclusions based on this data:

1. The English Language Arts academic performance needs to be addressed.
2. The Math academic performance needs to increase.

School and Student Performance Data

Academic Performance English Language Arts

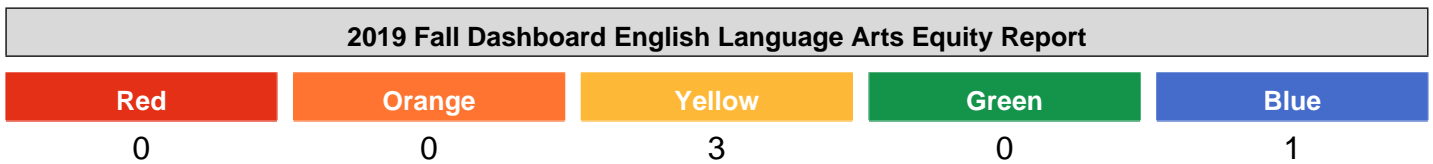
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 2.7 points above standard Increased Significantly +17.0 points 206	<p>English Learners</p> Yellow 47.4 points below standard Increased ++7.3 points 38	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Yellow 43.7 points below standard Increased Significantly +18.2 points 92	<p>Students with Disabilities</p> No Performance Color 62.6 points below standard Increased ++11 points 23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 73.1 points below standard Increased ++5.5 points 25	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.4 points below standard Increased ++6.9 points 81	 No Performance Color 37.2 points above standard Increased Significantly ++26.7 points 27	 No Performance Color 0 Students	 Blue 57.6 points above standard Increased Significantly ++22.8 points 61

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.9 points below standard Increased ++4.1 points 28	Less than 11 Students - Data Not Displayed for Privacy 10	16.8 points above standard Increased Significantly ++22.1 points 139

Conclusions based on this data:

1. There is a discrepancy between the Hispanic and White test results. We need to prioritize the needs of our EL and socioeconomically disadvantaged students.
2. The ELD integrated and designated instruction needs to be aligned with the daily instruction taking place in the classroom.

School and Student Performance Data

Academic Performance Mathematics

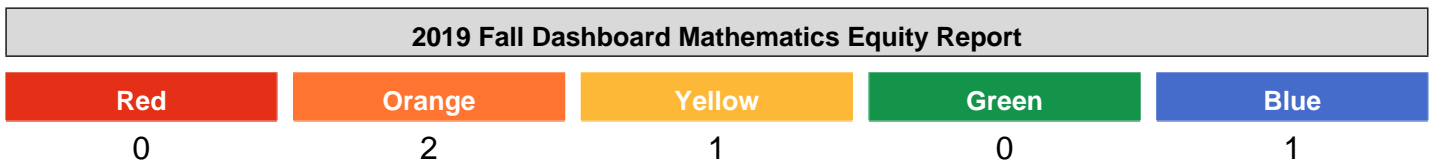
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>8.2 points below standard</p> <p>Increased ++10.1 points</p> <p>206</p>	<p>English Learners</p> <p>Orange</p> <p>62.6 points below standard</p> <p>Maintained ++1.2 points</p> <p>38</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>55.3 points below standard</p> <p>Increased ++8.5 points</p> <p>92</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>53.7 points below standard</p> <p>Increased Significantly ++26.2 points</p> <p>23</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 60 points below standard Increased ++11.9 points 25		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.6 points below standard Maintained ++1.2 points 81	 No Performance Color 0 points below standard Maintained ++0.5 points 27		 Blue 47.5 points above standard Increased Significantly ++25.4 points 61

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.2 points below standard Declined -5.6 points 28	Less than 11 Students - Data Not Displayed for Privacy 10	7.4 points above standard Increased ++13.1 points 139

Conclusions based on this data:

1. The Math data is similar to the English Language Arts data.
2. The English Learner and Hispanic academic needs will need to be addressed.

School and Student Performance Data

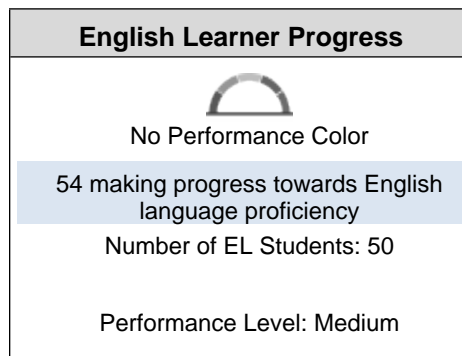
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. We will need to continue to focus on restructuring our current ELD designated instructional block to support all learners.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

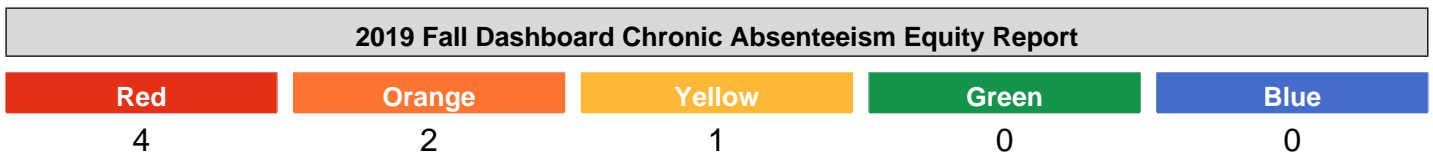
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Red 12.7 Increased Significantly +3.4 410	<p>English Learners</p> Orange 16.5 Increased +8.6 79	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p> Red 22.2 Increased Significantly +9.5 167	<p>Students with Disabilities</p> Red 20.8 Increased +7.1 48

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 34.1 Increased +12.5 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 16.7 Increased +6.1 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.7 Increased Significantly +4.4 150	 Orange 8.9 Increased +2.3 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 6.7 Maintained -0.4 134

Conclusions based on this data:

- The African American population absenteeism needs to be analyzed closely. We need to work more closely with families to figure out how to close this gap.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

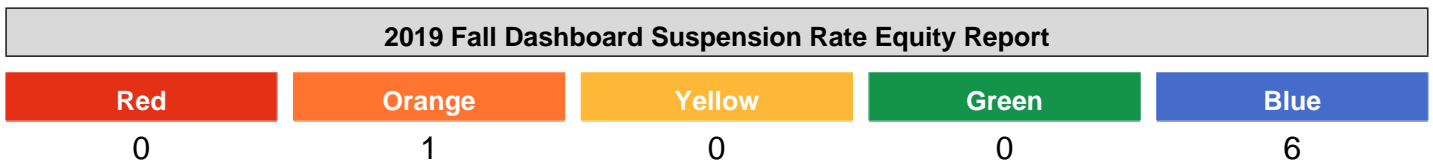
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.5</p> <p>Increased +0.3</p> <p>415</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>79</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>168</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>48</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 48		 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 150	 Blue 0 Maintained 0 57		 Orange 1.5 Increased +0.8 134

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.5

Conclusions based on this data:

1. N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/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.

Goal 1

High Quality Instruction and Curriculum

Identified Need

Increase Literacy and Math Academic Performance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities.

Strategy/Activity

Literacy

Thousand Oaks teachers and staff ensure the 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.

Object Code/Item

1102 Certificated Monthly

Proposed Expenditure(s)

1.0 FTE Literacy Coach (.75 Other Resources, .25 BSEP)

Funding Source

BSEP

Cost

34,020

Object Code/Item
1102 Certificated Monthly

Proposed Expenditure(s)
Literacy Support for EL students (.10 LCAP, .10 Title I, .10 BSEP) to be combined with .60 ELD teacher for a .90 position

Funding Source
BSEP

Cost
13,036

Funding Source
Title I

Cost
13,036

Teachers will implement readers and writers workshops 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.

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.

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 teachers will provide intensive small group reading support to students struggling in reading or math before or after school.

Object Code/Item
1116 Certificated Hourly

Proposed Expenditure(s)
Extended Day Academic Intervention (Title IV funded)

Funding Source
District Allocation

Cost

3,193

Object Code/Item
1116 Certificated Hourly

Proposed Expenditure(s)
Teacher hourly to support students in reading or math after school - increase when carryover funds become available

Funding Source
Title I

Cost
1,974

Object Code/Item
1116 Certificated Hourly

Proposed Expenditure(s)
Teacher hourly to support students in reading or math after school - increase when carryover funds become available

Funding Source
BSEP Carryover

Cost
5,000

We will also look into increased support for students who struggle in writing, through after-school groups and/or shifting intervention resources for our oldest students toward writing support instead of reading.

Object Code/Item
4380 Other/Reserve

Proposed Expenditure(s)
Personnel Variance

Funding Source
BSEP

Cost
5,777

Object Code/Item
4380 Other/Reserve

Proposed Expenditure(s)
Personnel Variance

Funding Source
Title I

Cost
3,540

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,020	BSEP
13,036	BSEP
13,036	Title I A - Basic Funding
3,193	District Allocation
1,974	Title I A - Basic Funding
5,000	BSEP Carryover
5,777	BSEP
3,540	Title I A - Basic Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities

Strategy/Activity

Math

Thousand Oaks teachers and staff ensure the 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.

There will be a Math Intervention Teacher/Coach on-site to lead math instruction. The Math Intervention teacher/Coach will support all teachers from K-5th in the effective implementation of "A Story of Units". The Math Intervention teacher/Coach will participate in ongoing training provided by the district.

Trimester district math assessments help us monitor student progress. We aim to increase the use of assessments to backward plan as well as to scaffold and differentiate instruction for students based on identified student needs.

All teachers and relevant support staff will participate in the district- and site-sponsored professional development in mathematics and the Common Core.

All necessary materials and mathematics manipulatives that are not provided by the district will be purchased as needed.

For students who need additional support in math, a .5 FTE Math Intervention teacher/Coach will work in 1st - 5th-grade classrooms (.2 FTE from one-time LCAP Carryover allocation, .3 FTE from BSEP site funds). She will do pull-out/push-in math support during the school day, and coordinate ongoing coaching/support blocks for classroom teachers.

Object Code/Item
1102 Certificated Monthly

Proposed Expenditure(s)
.3 FTE Math Intervention Teacher

Funding Source
BSEP

Cost
35,709

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,709	BSEP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities

Strategy/Activity

Enrichment Programs

- All teachers will collaborate with a MOCHA teaching artist to provide visual arts instruction that is integrated with and supports core academic content.

Object Code/Item
5800 Contracted Services (inc software subscriptions)

Proposed Expenditure(s)
MOCHA Arts Anchor

Funding Source
Other

Cost
8,000

- Our Instructional Specialist-PE will provide recess programming and PE classes for K, 4th, and 5th

Object Code/Item
2102 Classified Salary

Proposed Expenditure(s)
Instructional Specialist PE
.50 FTE (.24 PTA; .26 BSEP)

Funding Source
PTA

Cost
20,690

Funding Source
BSEP

Cost
22,413

- Gardening program K-5 will provide opportunities for hands-on science instruction as well as health and nutrition education.

Object Code/Item
2102 Classified Monthly

Propose Expenditure(s)
.35 FTE Gardening Instructor

Funding Source
District Allocation

Object Code/Item
4380 Other/Reserve

Proposed Expenditure(s)
Personnel Variance

Funding Source
PTA

Cost
1,335

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Other
20,690	PTA
22,413	BSEP
1,335	PTA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities

Strategy/Activity

Kindergarten IA

In order to provide early intervention for kindergartners who are struggling in literacy and math, an IA works in all three 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.

Object Code/Item
2102 Classified Monthly

Proposed Expenditure(s)
.30 FTE IA (.15 BSEP; .15 PTA)

Funding Source
BSEP

Cost
6,000

Funding Source
PTA

Cost
6,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	BSEP
6,000	PTA

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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 Site 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.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Continue to fund the full time RTI position for this upcoming school year. This is will be the fourth year the school will benefit from having the support of a full time RTI specialist to support tier 3 students. In addition, continue to fund the .50 FTE Math Intervention Teacher/Coach position to support Math academic needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to fund the full time RTI Teacher position. This will allow for more collaboration to take place between the RTI team and the classroom teachers. The RTI teacher will continue to analyze data with COS team, teachers, parents and other stakeholders, facilitate Classroom Mapping meetings with teachers at least three times a year, facilitate weekly RTI meetings, and facilitate PLC meetings every 4-6 weeks with grade level teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/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.

Goal 2

Cultural and Linguistic Responsiveness

Identified Need

Reduce the number of students with ten or more total absences by 10% . Reduce the total 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). Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities.

Strategy/Activity

Equity

Thousand Oaks will create a safe, inclusive and culturally responsive environment for all students and staff, with a focus on educational equity, by:

- 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities.

Strategy/Activity

RTI/Coordination of Services Team

In order to effectively serve our students and families, our RTI coordinator 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.

Object Code/Item

1102 Certificated Monthly

Proposed Expenditure(s)

.50 Rtl Coordinator (LCAP)

Funding Source

District Allocation

Object Code/Item

1102 Certificated Monthly

Proposed Expenditure(s)

.50 Rtl Teacher (Title 1)

Funding Source

Title I

Cost

45,755

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation
45,755	Title I A - Basic Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities.

Strategy/Activity

Attendance

Continue to monitor attendance and utilize the SART and SARB processes, as well as personal outreach by the Family Engagement & Equity Coordinator, to support families with attendance problems. Provide incentives to students to arrive at school on time every day--perfect attendance awards, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan: English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities.

Strategy/Activity

English Language Development

Our LCAP-funded ELD teacher will teach ELD classes, coordinate our school-wide 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.

Object Code/Item
1102 Certificated Monthly

Proposed Expenditure(s)
.60 FTE ELD Teacher (LCAP)

Funding Source
District Allocation

Elements of our ELD program:

- 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 of ELs 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 needs.
- 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 strengthen instructional strategies for teaching ELs across the curriculum.
- Purchase supplemental ELD materials as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Reduce the number of students with ten or more total absences by 10% (enrollment reported as of June).

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).

Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/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.

Goal 3

Safe, Welcoming and Inclusive School Climate

Identified Need

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%.
Recruit and retain certificated employees of color.
Increase the percentage of participants of color serving on the SSC so that the representatives on this committee mirror the demographics of our student population.
The percentage of contacts with families of applicable pupil subgroups will increase by 5% annually.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Diverse Representation on Site Committees

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.

We will continue to work to diversify membership on the SSC and the PTA board by actively recruiting diverse candidates, and will provide childcare and translation for all meetings as needed.

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Parent/Guardian Education

Thousand Oaks will provide parent forums and educational events on topics identified as critical by diverse parent/ guardian groups, including:

- 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 ELPAC test.
- Counseling workshops/ positive parenting workshops.

Object Code/Item

4380 Classified Monthly

Proposed Expenditure(s)
Child care, translation for parent meetings

Funding Source
Title I A - Parent Involvement

Cost
960

- 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)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

960

Title I A - Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

School-wide Community Events

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.

- 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.

Object Code/Item
4380 Classified Hourly

Proposed Expenditure(s)
Translation

Funding Source
Title I A - Parent Involvement

Cost
960 (see Goal 3, Strategy 2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Site Coordinator for Family Engagement & Equity

Our Site Coordinator for Family Engagement & Equity will support the families of students who are struggling with attendance, behavior, and/or academics by:

- 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 linked health services)

Object Code/Item
2102 Classified Monthly

Proposed Expenditure(s)
Site Coordinator for Family Engagement & Equity (.6 FTE LCAP)

District Allocation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

School Service Assistant

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.

Object Code/Item
2102 Classified Monthly

Proposed Expenditure(s)
School Service Assistant

Funding Source
District Allocation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Positive Behavior Support

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:

- 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 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.
- 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.
- Additional support in the classroom will provide whole class lessons on conflict resolutions, give tools to best support with life skills in the school, build classroom community, and train teachers.

Object Code/Item
5800 Contracted Services

Proposed Expenditure(s)
Contracts for social-emotional support

Funding Source
BSEP Carryover

Cost
13,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	BSEP Carryover

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Behavioral Health supports

A full-time counseling intern will provide a variety of behavioral health supports, including:

- 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

Object Code/Item
5800 Contracted Services (inc software subscriptions)

Propose Expenditure(s)
Bay Area Community Resources

Funding Source
BSEP Carryover

Cost
13,000

Object Code/Item
5800 Contracted Services (inc software subscriptions)

Propose Expenditure(s)
Bay Area Community Resources (LCAP)

Funding Source
District Allocation

Cost
13,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	BSEP Carryover
13,000	District Allocation
	Other

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

School and classroom materials and supplies for instruction and enrichment.

The school will purchase all necessary materials and supplies as needed for academic and enrichment programs throughout the year.

Object Code/Item

4300 Materials and Supplies

Funding Sources

BSEP Carryover

Cost

\$5,000 from BSEP Carryover

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	BSEP Carryover
	Other

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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%.
 Recruit and retain certificated employees of color.

Increase the percentage of participants of color serving on the SSC so that the representatives on this committee mirror the demographics of our student population.
The percentage of contacts with families of applicable pupil subgroups will increase by 5% annually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$270,438.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
BSEP	\$116,955.00
BSEP Carryover	\$36,000.00
District Allocation	\$16,193.00
Other	\$8,000.00
PTA	\$28,025.00
Title I A - Basic Funding	\$64,305.00
Title I A - Parent Involvement	\$960.00

Subtotal of state or local funds included for this school: \$270,438.00

Total of federal, state, and/or local funds for this school: \$270,438.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Hilda Valencia	Parent or Community Member
Tameka Evans	Other School Staff Parent or Community Member
Taliva Martin	Parent or Community Member
Hannah Creasy	Parent or Community Member
Sarah Moreno	Other School Staff
Anne Hirose	Classroom Teacher
Megan AbramsonWard	Classroom Teacher
Jacqueline Parker	Principal
Sharmila Wright	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

