

Thousand Oaks

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Thousand Oaks
Street	840 Colusa Avenue
City, State, Zip	Berkeley, CA 94707
Phone Number	(510) 644-6368
Principal	Jacqueline Parker
Email Address	jacquelineparker@berkeley.net
School Website	
County-District-School (CDS) Code	01-61143-6090310

2022-23 District Contact Information

District Name	Berkeley Unified School District
Phone Number	(510) 644-6150
Superintendent	Enikia Ford Morthel
Email Address	superintendent@berkeley.net
District Website Address	www.berkeleyschools.net

2022-23 School Overview

At Thousand Oaks School, we believe in developing and nurturing students' natural love of learning. We embrace and seek to expand the multitude of life experiences that students bring, promoting self-confidence and respect for diversity. To prepare students for their roles as successful global citizens, our program is centered on academic progress and success. We provide a rigorous educational program supporting the development of effective communicators, critical thinkers, and creative problem solvers.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	55
Grade 2	59
Grade 3	59
Grade 4	51
Grade 5	64
Total Enrollment	339

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.3
Asian	6.5
Black or African American	8.6
Filipino	0.3
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	14.7
White	39.5
English Learners	16.5
Foster Youth	0.0
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	35.7
Students with Disabilities	8.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	93.11	417.10	82.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	6.89	79.00	15.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.10	1.21	12115.80	4.41
Unknown	0.00	0.00	2.20	0.45	18854.30	6.86
Total Teaching Positions	19.70	100.00	504.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	January 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018	Yes	0%
Mathematics	A Story of Units (Eureka Math) Adopted 2013	Yes	0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007	Yes	0%
History-Social Science	TCI History Curriculum	Yes	0%
Health	Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017	Yes	0%

School Facility Conditions and Planned Improvements

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. In addition, a work order process alerts district personnel of any maintenance that needs to be performed and ensures that emergencies are prioritized.

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

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

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

Date of Last Inspection: September 19, 2022

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External:		X		Play matting is getting worn and should be replaced in the next couple of years

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	177	171	96.61	3.39	51.46
Female	72	70	97.22	2.78	60.00
Male	105	101	96.19	3.81	45.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	36.84
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	58	55	94.83	5.17	21.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	25	100.00	0.00	56.00
White	65	62	95.38	4.62	79.03
English Learners	25	24	96.00	4.00	8.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	70	67	95.71	4.29	17.91
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	25	96.15	3.85	24.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	177	171	96.61	3.39	43.86
Female	72	70	97.22	2.78	41.43
Male	105	101	96.19	3.81	45.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	15.79
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	58	55	94.83	5.17	23.64
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	25	100.00	0.00	64.00
White	65	62	95.38	4.62	61.29
English Learners	25	24	96.00	4.00	8.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	70	67	95.71	4.29	20.90
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	26	25	96.15	3.85	20.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	30.16	--	49.8	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	63	98.44	1.56	30.16
Female	26	25	96.15	3.85	28
Male	38	38	100	0	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100	0	50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100	0	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87	87	87	87	83

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	351	68	19.4
Female	177	172	28	16.3
Male	187	179	40	22.3
American Indian or Alaska Native	1	1	0	0.0
Asian	24	23	10	43.5
Black or African American	32	30	11	36.7
Filipino	1	1	0	0.0
Hispanic or Latino	106	104	26	25.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	53	51	8	15.7
White	147	141	13	9.2
English Learners	61	57	12	21.1
Foster Youth	1	1	0	0.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	129	128	52	40.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	34	10	29.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.25	1.22	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.27	0.27	0.03	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.00	0.00
Male	0.53	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.68	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

2022-23 School Safety Plan

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

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

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

The structure provided through PBIS is complemented by the Toolbox curriculum that focuses on teaching students empathy, self-regulation, and problem-solving skills. In addition, Thousand Oaks uses the Welcoming Schools curriculum, which focuses on teaching family diversity and anti-bullying behavior. Together, these integrated curricula represent a proactive approach to ensuring a safe learning environment for all students by providing appropriate support and guidance to help children be successful.

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

During lunch, recess, and before-and-after school, staff members, administrators, and noon supervisors supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held at least yearly. In addition, our school follows COVID-19 risk mitigation protocols developed by the district in consultation with local public health agencies.

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	22		3	
2	34		2	1
3	28	2	1	1
4	34	1	2	2
5	16	5	3	
Other	52	1		1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	19	6	3	
2	20	4	5	
3	17	9		
4	26	3	3	1
5	16	7	5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	18	9		
2	19	9		
3	19	12		
4	18	5	6	
5	17	6	5	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11743.16	\$2,010.36	\$ 9,732.80	\$95,617.23
District	N/A	N/A	\$12,087.09	\$87,269
Percent Difference - School Site and District	N/A	N/A	-200.0	9.1
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-200.0	14.0

2021-22 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,125	\$52,478
Mid-Range Teacher Salary	\$82,294	\$80,810
Highest Teacher Salary	\$102,115	\$101,276
Average Principal Salary (Elementary)	\$135,396	\$127,080
Average Principal Salary (Middle)	\$139,707	\$134,264
Average Principal Salary (High)	\$154,309	\$147,200
Superintendent Salary	\$244,975	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

During the 2022-23 school year, all new teachers to BUSD engaged in two days of professional development on curriculum and effective pedagogical practices to empower students on 8/10 and 8/11, 2022. All TK-8 teachers engaged in 3 full days of professional development on 8/11, 10/10, and 12/7. Professional development focused on integrating Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom (Phonics instruction) is ongoing throughout the year (7 sessions). Every TK-8 site has a Literacy Coach Equity Lead and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. Professional development in TK-5 has explicitly focused on best practices to engage and empower students through understanding the science of reading with a phonics focus. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	11