

School Year: **2023-24**

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	April 26, 2023	June 7, 2023

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
Additional Targeted Support and Improvement

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.

The purpose of this plan is to describe how our school is providing a robust school-wide program to support all students and to provide details of our comprehensive and targeted support systems for our focal students.

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 School Site Council will review the data site survey provided to families at the beginning of the 2023-2024 school year.

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 with information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the year. Staff 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 (FRY), writing, and math are also used to assess student performance. They are administered continuously, 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 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 comprises 5 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.

Educational Partner 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 members. The SSC reviewed and updated the SPSA. 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		
	20-21	21-22	22-23
Kindergarten	55	51	48
Grade 1	63	55	50
Grade 2	61	59	63
Grade3	53	59	65
Grade 4	65	51	65
Grade 5	65	64	51
Total Enrollment	362	339	342

Conclusions based on this data:

1. The student enrollment declined in Kinder, 1st, 2nd, and 5th Grade. There was a slight increase in 3rd and 4th.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	57	56	43	15.70%	16.5%	12.6%
Fluent English Proficient (FEP)	23	31	32	6.40%	9.1%	9.4%
Reclassified Fluent English Proficient (RFEP)	6			10.5%		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	61		0	59		0	59		0.0	96.7	
Grade 4	53	51		0	48		0	48		0.0	94.1	
Grade 5	49	64		0	63		0	63		0.0	98.4	
All Grades	147	176		0	170		0	170		0.0	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2443.			27.12			32.20			20.34			20.34	
Grade 4		2468.			20.83			29.17			27.08			22.92	
Grade 5		2492.			22.22			23.81			23.81			30.16	
All Grades	N/A	N/A	N/A		23.53			28.24			23.53			24.71	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		20.34			66.10			13.56		
Grade 4		25.00			66.67			8.33		
Grade 5		17.46			65.08			17.46		
All Grades		20.59			65.88			13.53		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.03			59.32			18.64	
Grade 4		12.50			64.58			22.92	
Grade 5		20.63			52.38			26.98	
All Grades		18.82			58.24			22.94	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.47			79.66			11.86	
Grade 4		18.75			70.83			10.42	
Grade 5		11.11			69.84			19.05	
All Grades		12.35			73.53			14.12	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.34			62.71			16.95	
Grade 4		14.58			75.00			10.42	
Grade 5		17.46			63.49			19.05	
All Grades		17.65			66.47			15.88	

Conclusions based on this data:

1. CAASPP results have declined in all areas.
2. Enrollment 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	61		0	59		0	59		0.0	96.7	
Grade 4	53	51		0	48		0	48		0.0	94.1	
Grade 5	49	64		0	63		0	63		0.0	98.4	
All Grades	147	176		0	170		0	170		0.0	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.			20.34			35.59			20.34			23.73	
Grade 4		2453.			18.75			14.58			25.00			41.67	
Grade 5		2498.			23.81			17.46			22.22			36.51	
All Grades	N/A	N/A	N/A		21.18			22.94			22.35			33.53	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.59			38.98			25.42	
Grade 4		22.92			31.25			45.83	
Grade 5		25.40			46.03			28.57	
All Grades		28.24			39.41			32.35	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.81			47.46			23.73	
Grade 4		16.67			50.00			33.33	
Grade 5		20.63			46.03			33.33	
All Grades		22.35			47.65			30.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.25			72.88			11.86	
Grade 4		20.83			45.83			33.33	
Grade 5		7.94			73.02			19.05	
All Grades		14.12			65.29			20.59	

Conclusions based on this data:

1. The Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning has a higher percentage at or near standard.
2. The data has declined throughout the years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		7	9	
1	*	*		*	*		*	*		8	6	
2	1503.4	*		1495.1	*		1511.3	*		14	5	
3	*	1496.1		*	1507.2		*	1484.5		7	14	
4	*	*		*	*		*	*		6	7	
5	*	*		*	*		*	*		8	4	
All Grades										50	45	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	21.43	*		57.14	*		21.43	*		0.00	*		14	*	
3	*	14.29		*	42.86		*	35.71		*	7.14		*	14	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	22.00	15.56		52.00	42.22		18.00	28.89		8.00	13.33		50	45	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	35.71	*		42.86	*		21.43	*		0.00	*		14	*	
3	*	42.86		*	35.71		*	14.29		*	7.14		*	14	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	44.00	40.00		38.00	33.33		14.00	17.78		4.00	8.89		50	45	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	21.43	*		57.14	*		21.43	*		0.00	*		14	*	
3	*	0.00		*	35.71		*	57.14		*	7.14		*	14	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	18.00	2.22		38.00	35.56		24.00	46.67		20.00	15.56		50	45	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	28.57	*		71.43	*		0.00	*		14	*	
3	*	42.86		*	50.00		*	7.14		*	14	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	32.00	37.78		64.00	53.33		4.00	8.89		50	45	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	28.57	*		71.43	*		0.00	*		14	*	
3	*	57.14		*	35.71		*	7.14		*	14	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	46.00	48.89		44.00	40.00		10.00	11.11		50	45	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	28.57	*		71.43	*		0.00	*		14	*	
3	*	0.00		*	50.00		*	50.00		*	14	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	28.00	4.44		50.00	62.22		22.00	33.33		50	45	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	21.43	*		71.43	*		7.14	*		14	*	
3	*	14.29		*	78.57		*	7.14		*	14	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	22.00	17.78		64.00	68.89		14.00	13.33		50	45	

Conclusions based on this data:

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
339	35.7	16.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Thousand Oaks.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	16.5
Foster Youth		
Homeless	3	0.9
Socioeconomically Disadvantaged	121	35.7
Students with Disabilities	28	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	8.6
American Indian	1	0.3
Asian	22	6.5
Filipino	1	0.3
Hispanic	102	30.1
Two or More Races	50	14.7
Pacific Islander		
White	134	39.5

Conclusions based on this data:

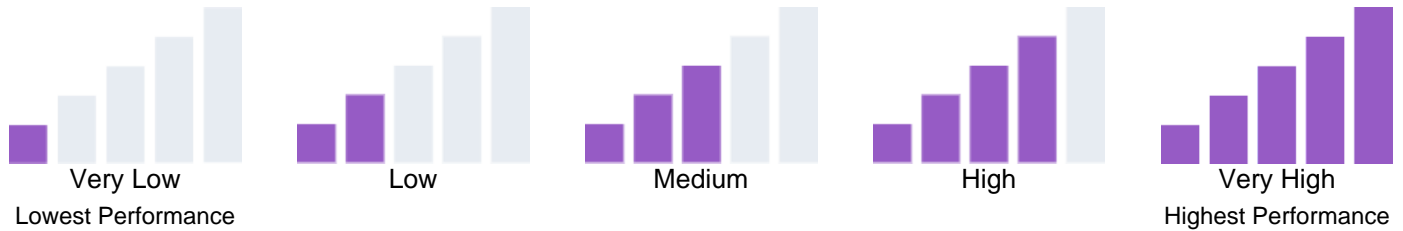
1. The school has a high percentage of students who are socioeconomically disadvantaged.
2. The school has a high percentage of Hispanic and White student enrollment.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

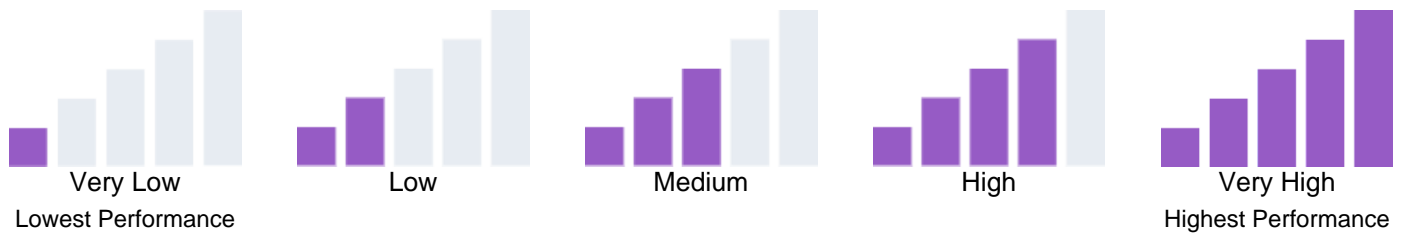
- The chronic absenteeism needs to improve.

School and Student Performance Data

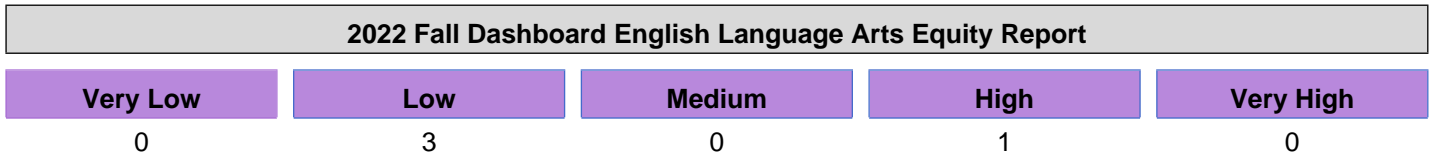
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

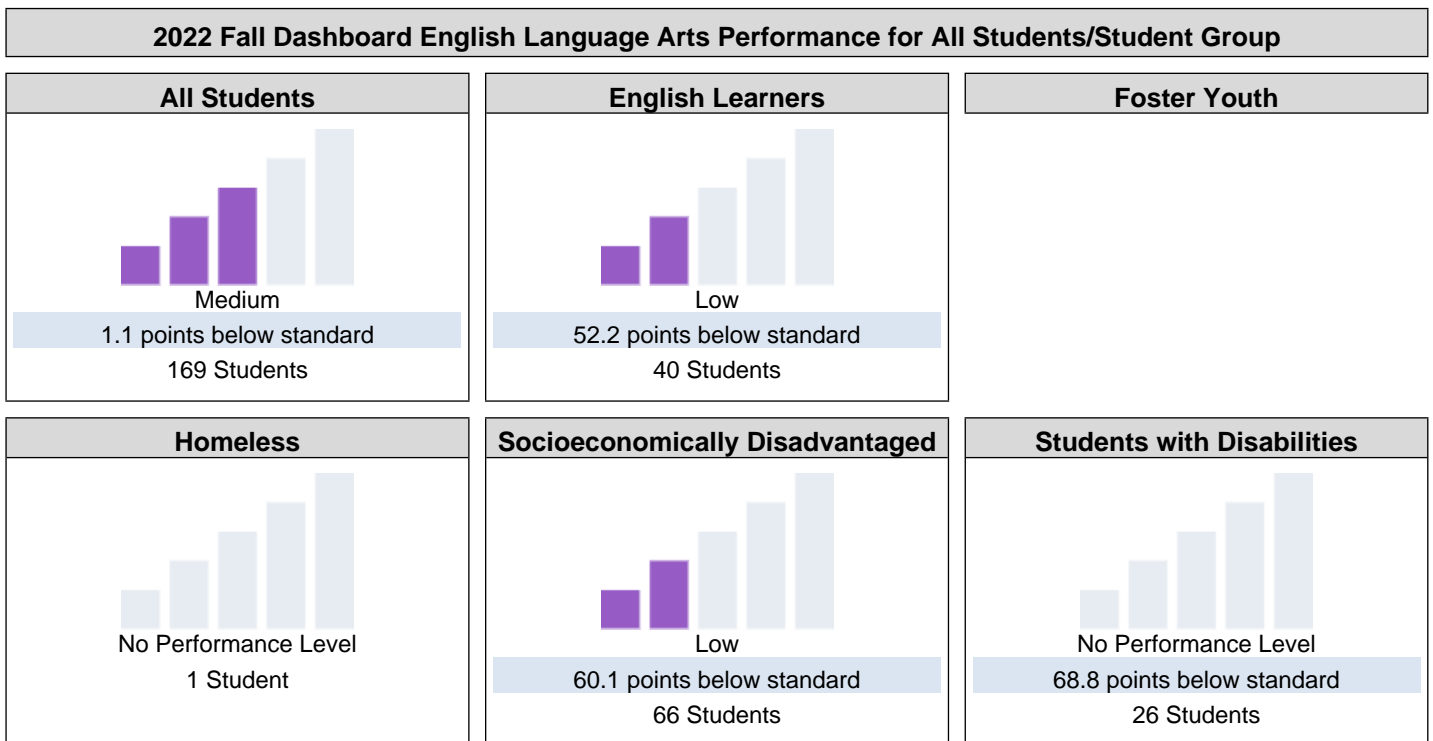
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



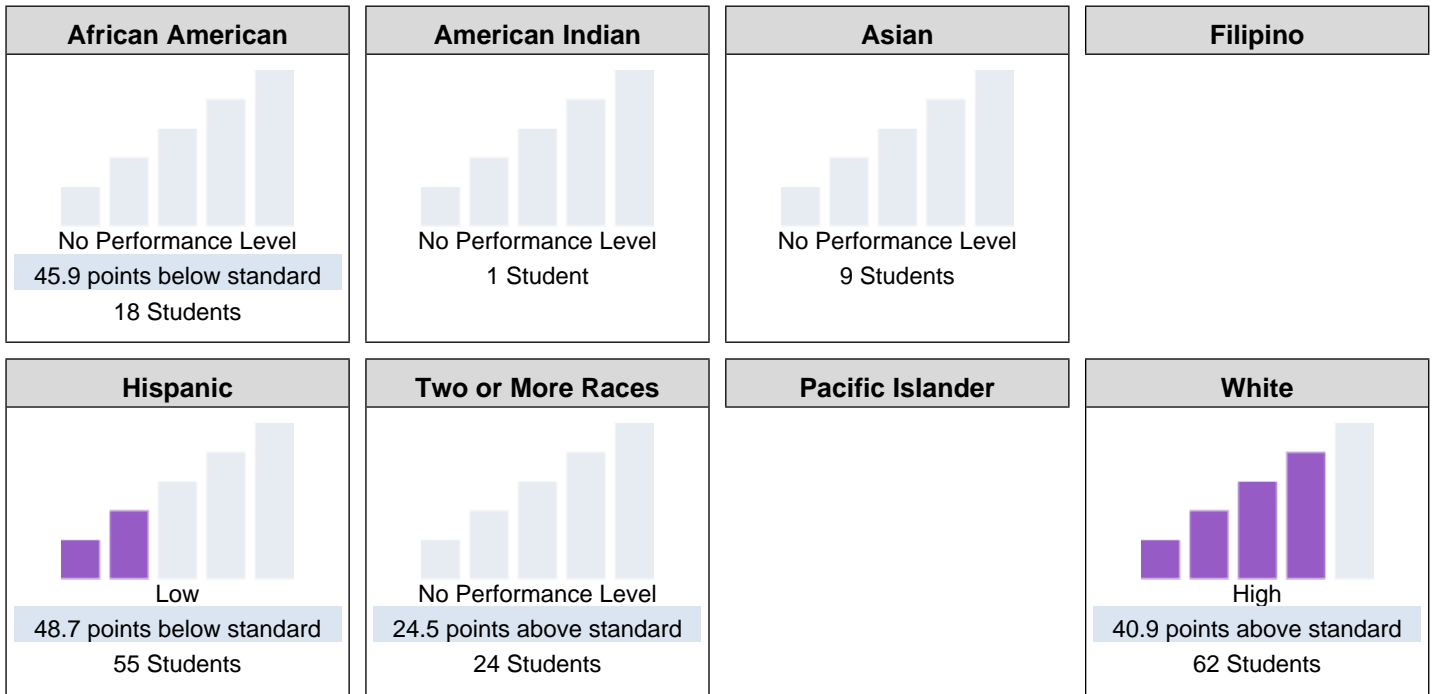
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.9 points below standard 24 Students	18.1 points below standard 16 Students	17.1 points above standard 119 Students

Conclusions based on this data:

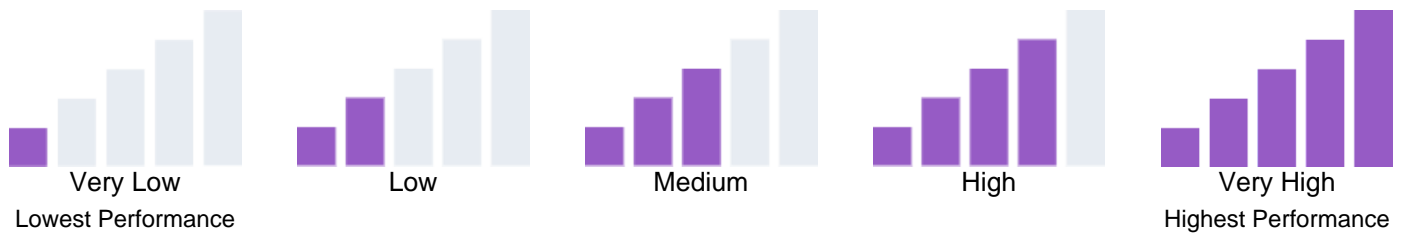
1. There is a discrepancy between the Hispanic, socioeconomically disadvantaged, English learners and White test results. We need to prioritize the needs of our Hispanic, EL and socioeconomically disadvantaged students.
2. The ELD integrated and designated instruction needs to be aligned with the daily instruction taking place in the classroom. The ELD curriculum needs to be revisited by the district and align to the changes taking place with the ELA shifts.

School and Student Performance Data

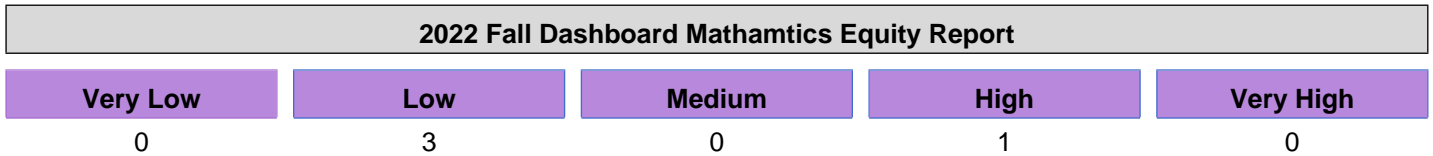
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

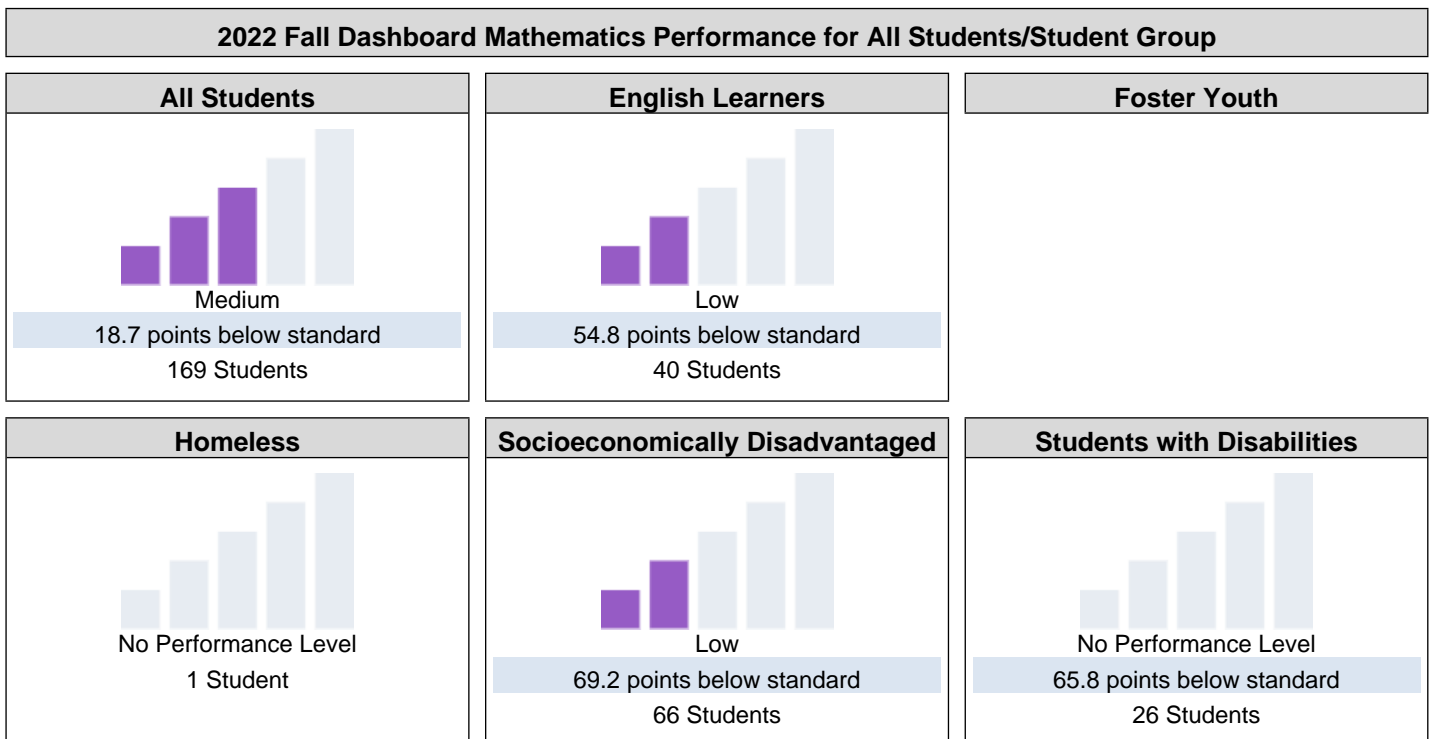
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



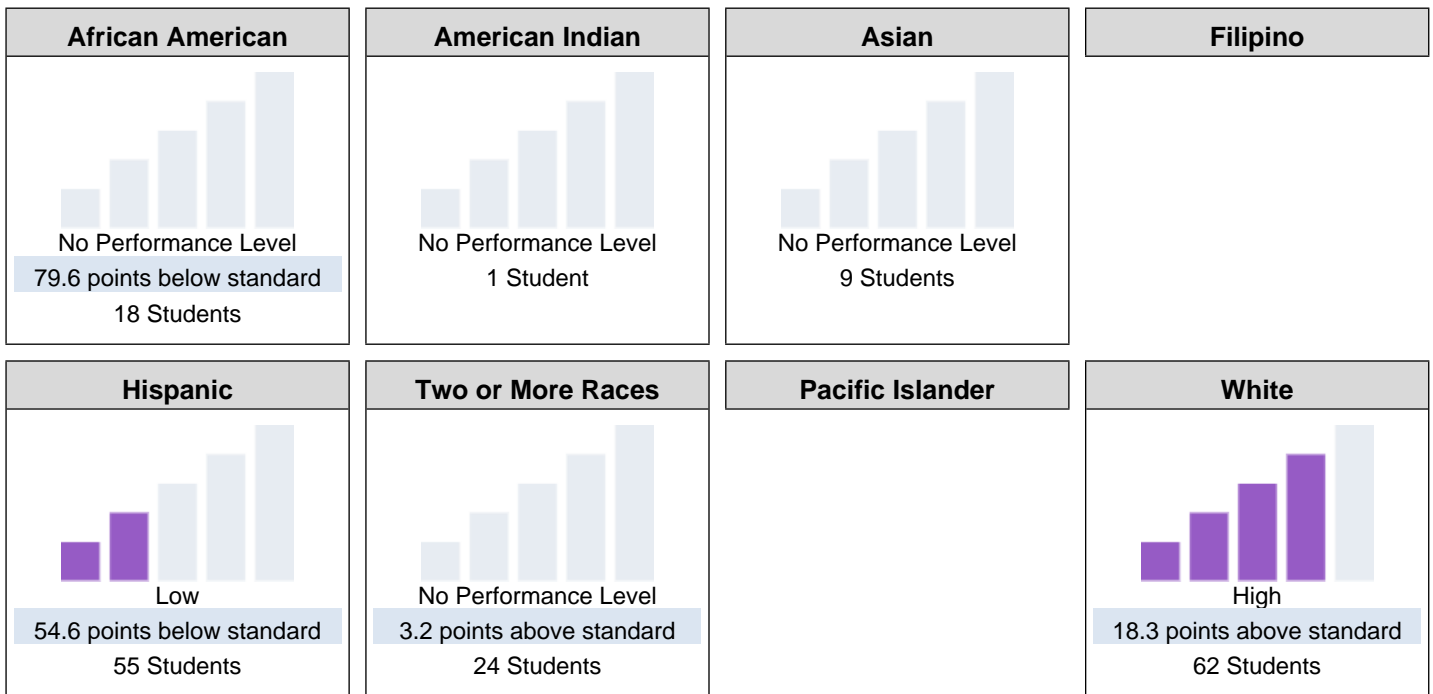
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">72.1 points below standard</p> <p>24 Students</p>	<p style="background-color: #e6f2ff;">28.8 points below standard</p> <p>16 Students</p>	<p style="background-color: #e6f2ff;">7.5 points below standard</p> <p>119 Students</p>

Conclusions based on this data:

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

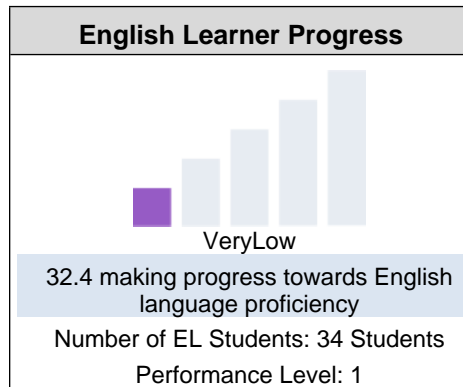
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38.2%	29.4%	2.9%	29.4%

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.
2. We will need to continue to align best teaching practices/strategies to support designated and integrated ELD instruction.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

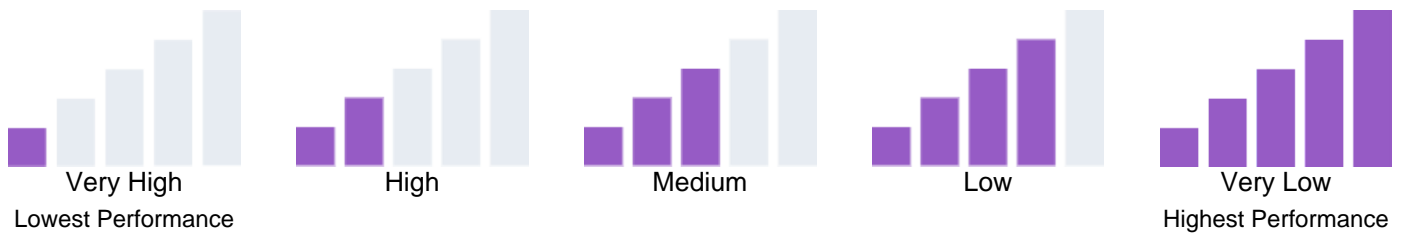
1. N/A

School and Student Performance Data

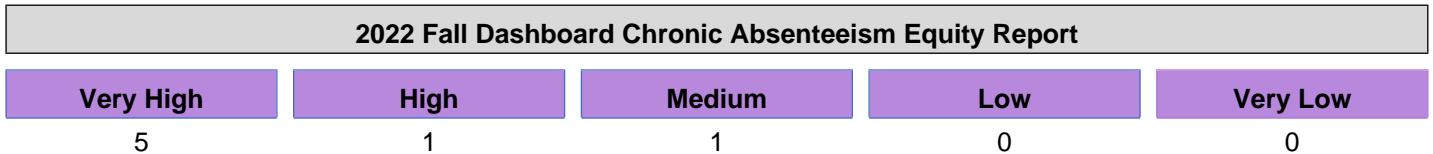
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

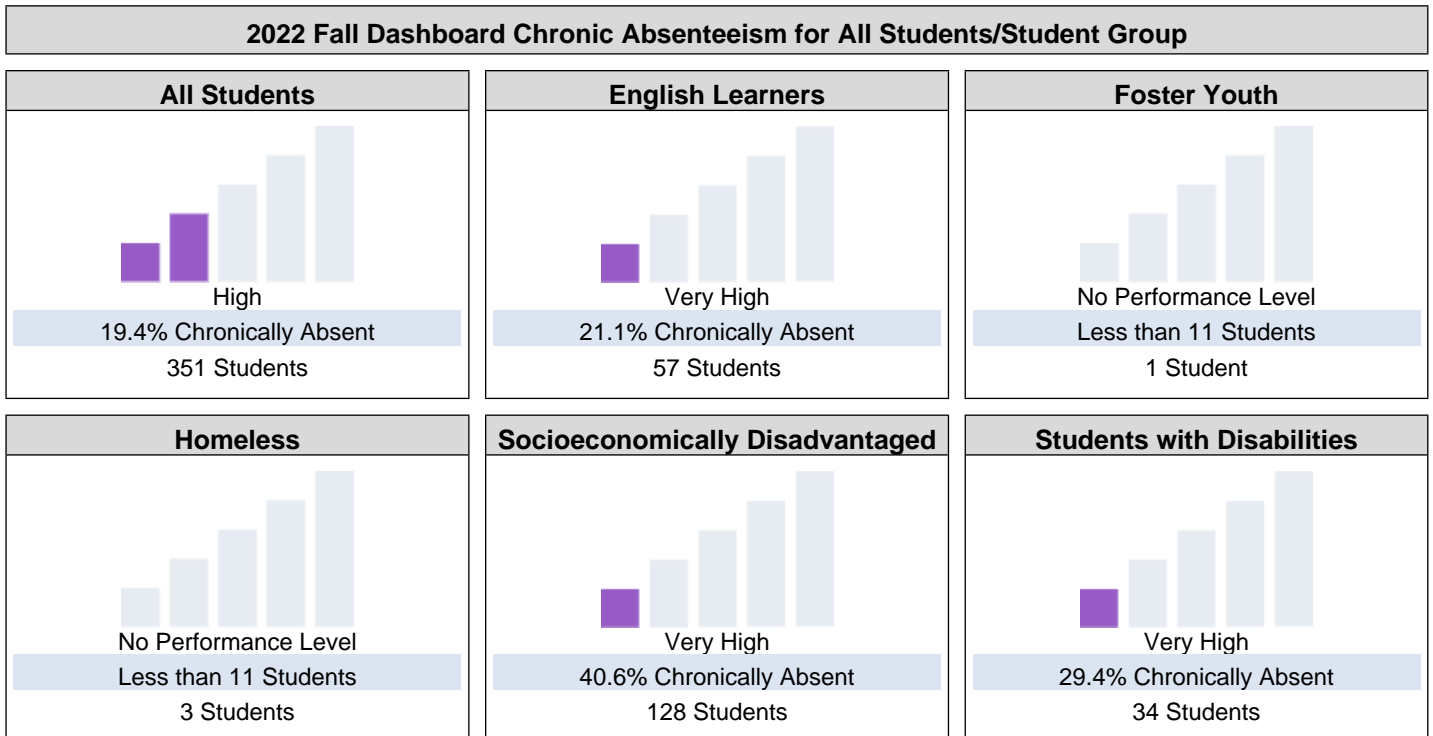
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



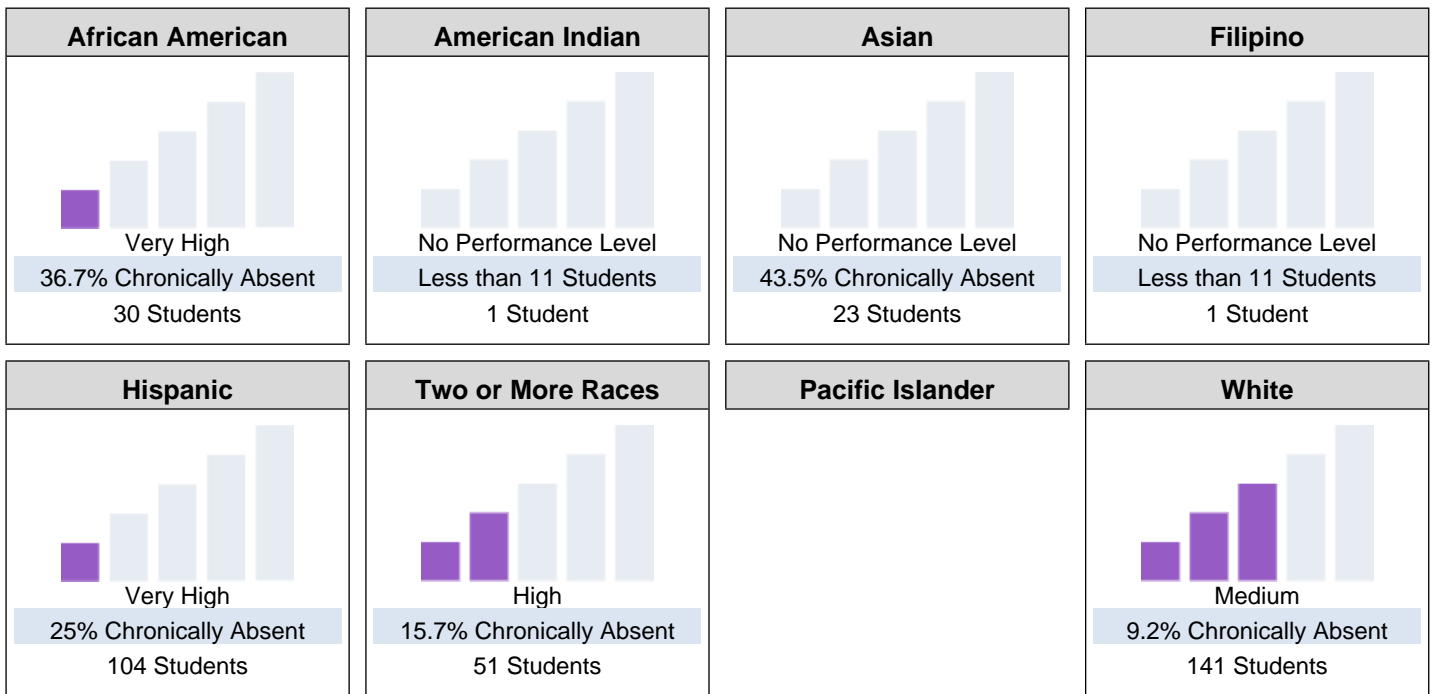
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We need to address the chronic absenteeism across student groups.

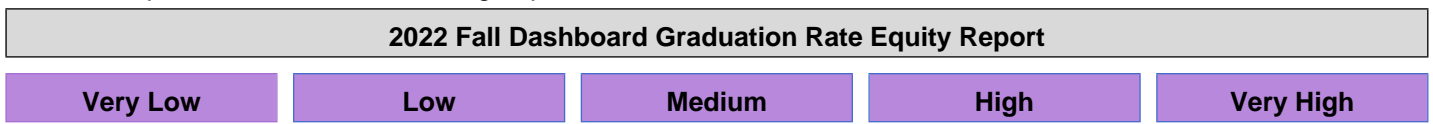
School and Student Performance Data

Academic Engagement Graduation Rate

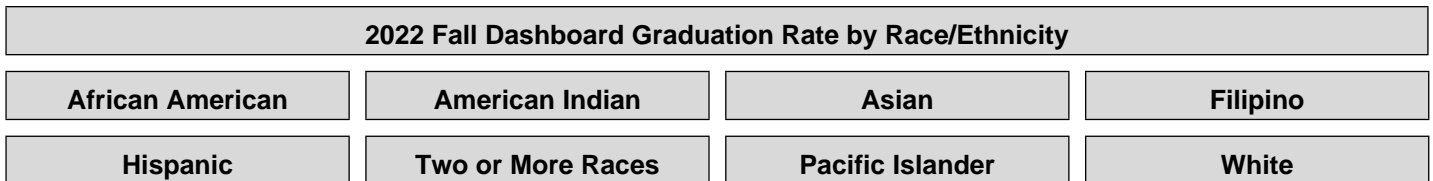
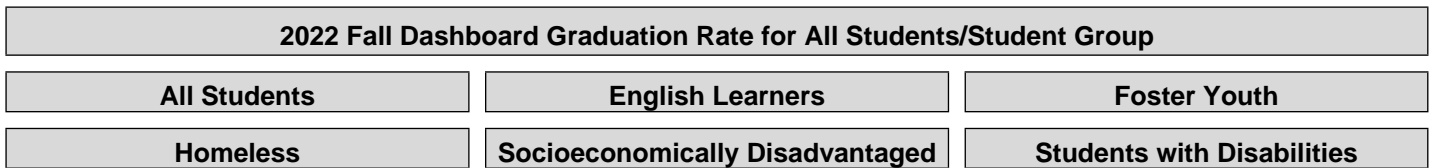
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

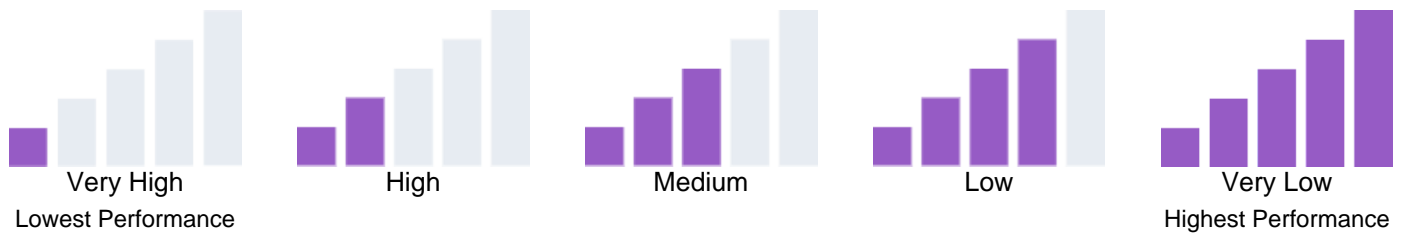
1. N/A

School and Student Performance Data

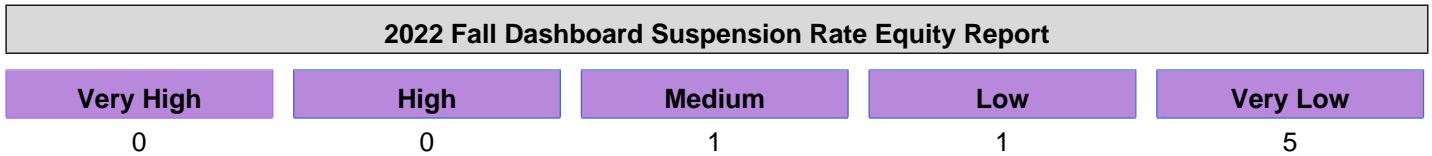
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

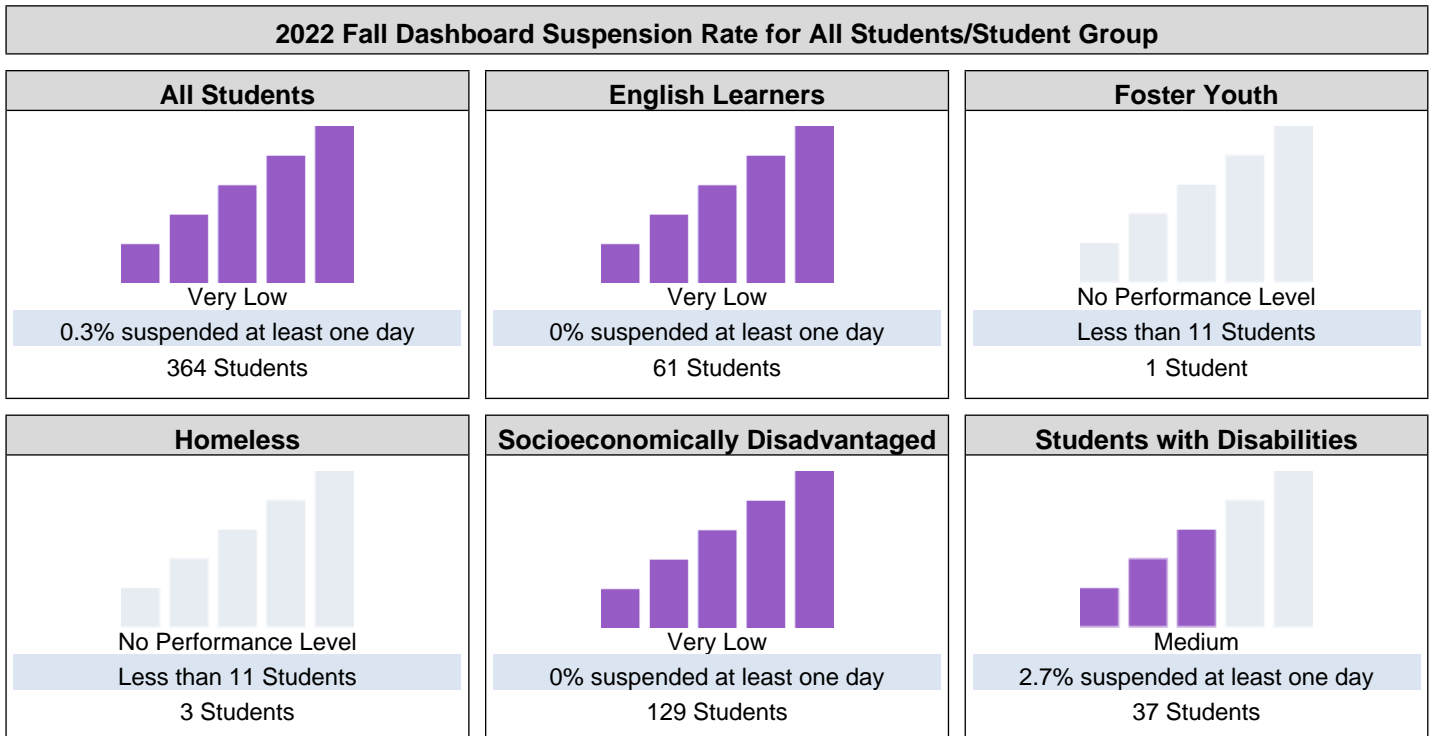
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



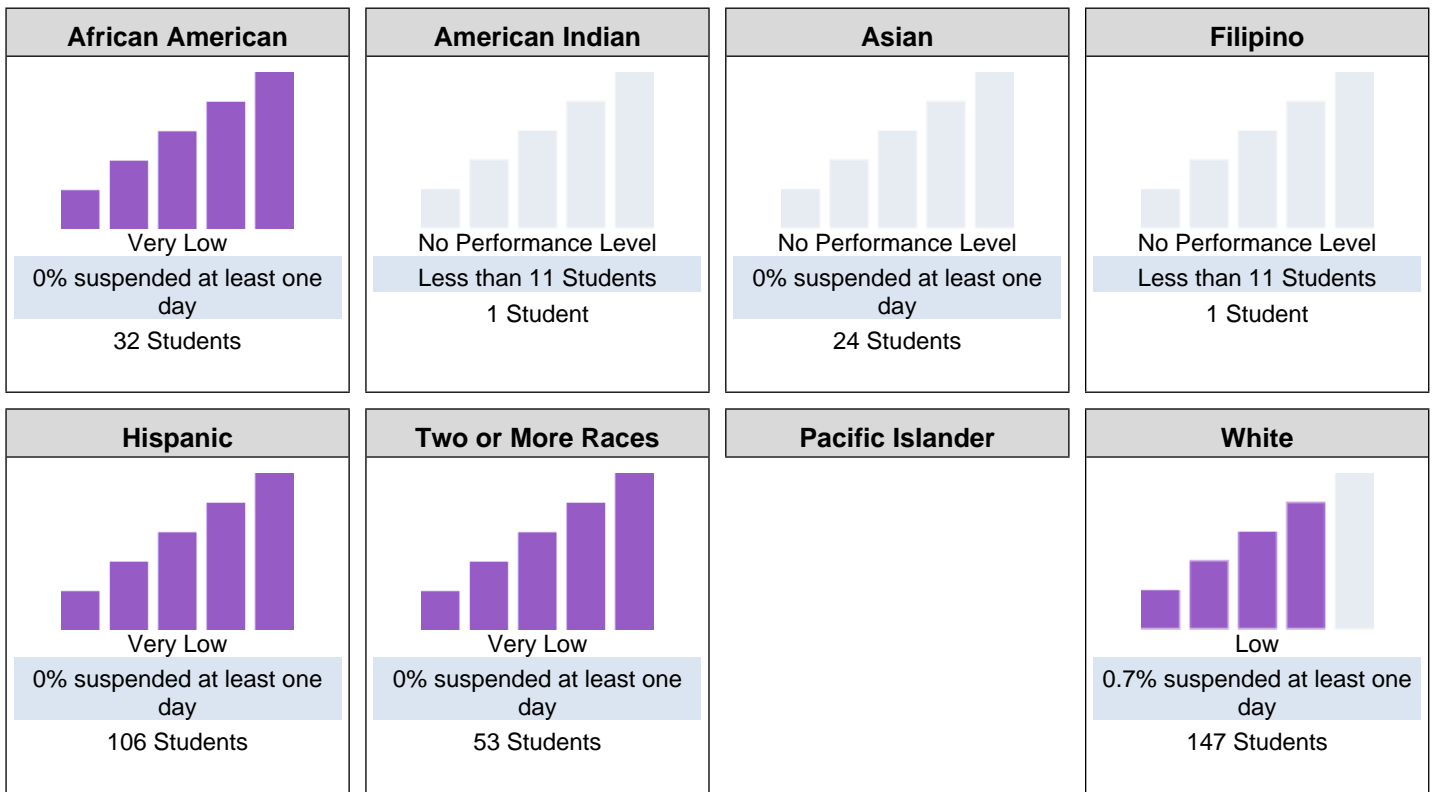
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Continue to work on developing systems to support positive behaviors.
2. Continue to have a full time counselor to support with social-emotional well being.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.

Identified Need

Increase Academic Performance and Student Experience

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended
Percent of students who meet SBA standards in ELA	ELA 3rd/32.20% 4th/29.17% 5th/23.81	ELA 3rd/40% 4th/35% 5th/30%

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 \$38,608

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 the narrative, information, and opinion writing content and mechanics, Fast Track Phonics, and tailored spelling lessons. Teachers will use district assessments for reading, writing, and spelling to inform instruction and identify students who may need additional support from teacher-led small group instruction and the RTI team. The K-2 teachers will include explicit Tier I and II instruction in phonemic awareness (segmentation, blending, isolation, substitution, and syllabication).

The Literacy Coach will continue to train teachers and relevant support staff during staff meetings, monitor students' literacy skills progress, and provide classroom model lessons. Teachers will utilize and teach a standard process of phoneme-grapheme mapping throughout ELA instruction to promote strong decoding and encoding skills. The literacy coach will work with individual teachers and grade-level teams to plan instruction, facilitate reflection on student work, and support collaboration.

She will also provide direct service to struggling readers who need academic interventions. The Literacy Coach will also continue to coach our first and second-year teaching staff to support them with understanding and implementing the reading, writing, and phonics curriculum. The Literacy Coach will also meet with all grade-level teachers to align vertically and horizontally best instructional practices and begin to complete backward mapping to support all learners. The teachers will continue to utilize Handwriting Without Tears to support students with letter formation and penmanship.

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 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 \$2,598

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 \$3,000

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 \$3,743

Object Code/Item 4380 Other/Reserve
Proposed Expenditure(s) Personnel Variance
Funding Source Title I
Cost \$1,576

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
Proposed Expenditure(s) MOCHA Arts Anchor
Funding Source Other
Cost \$8,000

Object Code/Item
5800 Contracted Services
Proposed Expenditure(s) Dance
Funding Source BSEP Carryover
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 .26 FTE (.26 BSEP)
Funding Source BSEP
Cost \$24,177

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

Object Code/Item
2102 Classified Monthly
Propose Expenditure(s)
.35 FTE Gardening Instructor
Funding Source District Allocation

Kindergarten IA

To provide early intervention for kindergartners who are struggling in literacy and math, an IA works in all 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. The IA and Literacy Coach

meet bi-weekly to make any modifications to small group or individualized instruction.

Object Code/Item
2102 Classified Monthly
Proposed Expenditure(s)
.15 FTE IA (.15 BSEP)
Funding Source BSEP
Cost \$7,454

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)
38,608.00	BSEP
2,598.00	District Allocation
3,000.00	BSEP Carryover
3,743.00	BSEP
1,576.00	Title I A - Basic Funding
8,000.00	Other
8,000.00	BSEP Carryover
24,177.00	BSEP
7,454.00	BSEP

Annual Review

SPSA Year Reviewed: 2022-23

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.

Literacy

Thousand Oaks teachers and staff ensure the implementation of a balanced, high-quality English Language Arts Program using district-adopted programs and practices. In addition, common Core Standards are being aligned with and implemented to inform instruction in oral skills development, writing, and reading. 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. In addition, she will work with individual teachers and grade-level teams to plan instruction, facilitate reflection on student work, and support collaboration. She will also provide direct service to struggling readers who need academic interventions.

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

In 2022-2023 the Literacy Coach shifted to 25% coaching and 75% intervention to support first-year teachers. The Literacy Coach will provide 30% coaching and 70% intervention this upcoming year to support our Tier II students and new staff transitioning to year 2.

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.

The changes can be found in Goal 1.

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Increase Academic Performance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended
Percent of students who meet SBA standards in Math	3rd/35.59% 4th/14.58% 5th/17.46%	3rd/45% 4th/20% 5th/25%

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

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. A Math Intervention Teacher/Coach will be on-site to lead math instruction. The Math Intervention teacher/Coach will support all teachers from K-5th in effectively implementing "A Story of Units." In addition, 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 evaluations to backward plan, scaffold, and differentiate instruction 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. In addition, all necessary materials and mathematics manipulatives not provided by the district will be purchased as needed.

For students who need additional math support, a .6 FTE Math Intervention teacher/Coach will work in 1st - 5th-grade classrooms (.2 FTE from district-wide BSEP allocation, .4 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)

.4 FTE Math Intervention Teacher

Funding Source BSEP

Cost \$53,465

Object Code/Item

1102 Certificated Monthly

Proposed Expenditure(s)

.2 FTE Math Intervention Teacher (District-Wide BSEP)

Funding Source District Allocation

RTI/Coordination of Services Team

To effectively serve our students and families, our RTI coordinator convenes a weekly RTI/Coordination of Services team meeting. 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 receive school-based services. At these weekly meetings, we analyze data, identify and monitor students needing support (academic, emotional, behavioral), and look for ways to deepen connections with families.

All 3rd-5th grade teachers utilize the State Practice Tests to improve students' comfort with online assessments. Teachers and students analyze and review their results together to discuss common mistakes and growth areas and ensure all students have the technology literacy to succeed and have an equal opportunity to access the testing platform. This data also helps teachers identify concepts and vocabulary that need reteaching to align their lesson plans.

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) .49 Rtl Teacher (Title 1)

Funding Source Title I

Cost \$52,545

Object Code/Item

1102 Certificated Monthly

Proposed Expenditure(s) .01 Rtl Teacher (BSEP)
Funding Source BSEP
Cost \$1,072

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)
53,465	BSEP
	BSEP
52,545	Title I A - Basic Funding
1,072	BSEP

Annual Review

SPSA Year Reviewed: 2022-23

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.

In 2022-2023 the Math Coach worked closely with the all grade level teachers, and provided professional development sessions in staff meetings. In addition, she worked with the third and fourth grade teachers to complete backwards mapping. Through this process the grade level teachers were able to align their lessons to vertically and horizontally. Data analysis was the foundation of the work with all grade levels.

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

In 2023-2024 the Math Coach will continue with backwards mapping with grade levels who are open to completing the work. The Math Coach will continue to provide professional development and focus on small group instruction and data analysis.

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.

No changes will be made to this goal.

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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.

Identified Need

Increase the percentage of students and families of color who report feeling welcomed and valued as partners in their child's education. The percentage of families reporting connectedness to the school and access to school resources will be at least 70%. 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. The data will be pulled from the district's LCAP survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA fund expended	All funds expended	All funds expended

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 the 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. In addition, these groups will work in partnership to benefit 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. We will provide childcare and translation for all meetings as needed. The 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. In addition, the Family Engagement and Equity lead will offer parent leadership training to potential ELAC leaders.

Our partnership with UC Berkeley will continue with their SAGE and BUILD mentoring programs. The SAGE mentoring program will continue during school hours to connect with students and build connections to support their social-emotional well-being. The BUILD mentor program will continue to work on building literacy skills during We Rock hours.

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 communication channel 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.
- 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, School Moves, Welcoming Schools, Toolbox)
- Continue the partnership with Voices of the Village and Journey to bridge the communication with African-American families about different programs offered through the district's funded African-American success framework. Finding ways to support this group and harness the trust built with Voices of the Village leaders and African-American families may help tackle some of the difficult learning and engagement markers.

School-wide Community Events

Thousand Oaks will hold school-wide community events, such as Back to School Night, Open House, assemblies, and other events 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.
- 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, School Moves, Welcoming Schools, Toolbox)

Object Code/Item 4380 Classified Hourly
Proposed Expenditure(s)
Child care, translation for parent meetings
Funding Source
Title I A - Parent Involvement
Cost \$714

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 academics by:

- Identifying ways to involve further parents/guardians in supporting students academically.
- Providing support for parent/family needs
- Providing training 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

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

Behavioral Health supports

A full-time counselor 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

Propose Expenditure(s)

Bay Area Community Resources

Funding Source BSEP Carryover

Cost \$13,000

Object Code/Item

5800 Contracted Services
 Propose Expenditure(s)
 Bay Area Community Resources (LCAP)
 Funding Source District Allocation
 Cost \$10,000

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 \$6,000 from BSEP Carryover

Object Code/Item
 4300 Materials and Supplies
 Funding Sources BSEP
 Cost \$2,515 from BSEP

Object Code/Item
 4300 Materials and Supplies
 Funding Sources Title I
 Cost \$302 from Title I

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)
714.00	Title I A - Parent Involvement
	District Allocation
	District Allocation
13,000.00	BSEP Carryover
10,000.00	District Allocation
6,000.00	BSEP Carryover
2,515.00	BSEP
302.00	Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2022-23

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.

This year the Family Engagement and Equity Coordinator was able fully onboard from the beginning of the school year, which made a positive impact in reaching our families who need the most support. This year the Family Engagement and Equity Coordinator has been able to organize and facilitate parent workshops and family events to attract families of color. It has been a positive impact for our families who need to feel connected with 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.

In 2023-2024 we will continue to build the relationships with our families of color and increase the participation in parent workshops and meetings. We will continue to focus on ELAC and Familias Unidas this upcoming school year. We will also continue to build our partnership with Voices of the Village to connect with African American families and bring opportunities for families to connect with the school community. Our goal will be to ensure our students and families of color feel welcomed and seen.

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.

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

Increase the percentage of English learners gaining at least one ELPAC level annually.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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, 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)
 .70 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 ELPAC level using the district-adopted program (Systematic ELD units).

- Implement a data-driven system (Ellevation to monitor every EL student's English progress to ensure that each student gains at least one ELPAC level per year. Use the ELPAC 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 ELPAC and the ELD program at Thousand Oaks.
- Devote staff/collaboration time to analyzing ELPAC levels 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)
	District Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site’s School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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.

This upcoming school year we are aiming to be fully staffed and begin to serve our English learners from the beginning of the school year. Recently, the district office is utilizing a new online platform, which makes it easy for staff to view ELD data and progress monitor our English learners.

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

This year the FTE for the ELD will decrease due to a decrease of English learners at Thousand Oaks. 2022-2023/.60 FTE. 2023-2024/.50 FTE

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.

The FTE change can be found in Goal 4.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Reduce the number of students chronically tardy and absent. For example, our African-American students' absenteeism is 36.7%, and the Latinx/Hispanic is 25%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA 27% Math 22%	ELA 35% Math 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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

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 Training.

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

Family Engagement Office of Family Engagement and Equity (OFEE)
 Site Staff to provide support in three main focal areas:
 1) Establishing links between home and school for academic success and social-emotional well

being

- 2) Improving behavioral support for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services
- 4) Provide staff training about the services available and potential accommodations for families struggling with attendance

Intervention Services for Students Experiencing Homelessness

- Work with the district to identify at-risk students due to chronic absenteeism.
- Provide incentives to promote attendance.
- Ongoing review of chronic absenteeism data.
- Work with the district to support the needs of students experiencing homelessness.
- Work with staff to ensure families are connected to the site and available resources.

Addressing Absenteeism

- Gather information next year from multiple sources and align goals with school partners such as Voices of the Village, Family Engagement Office, and PTA programming for support.

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)

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

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)

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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.

This year we have observed an increase in absenteeism. The school has collaborated with the Student Services Department, and motivating families to attend school has been an ongoing challenge. The goal for all school sites to receive district support to identify at-risk students due to chronic absenteeism early in the school year should support families to transition into the new year with a plan to help them throughout the school year.

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

We will continue to regularly analyze attendance and work with the district office to provide the support needed.

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.

The district office will be supporting school sites with the increase of absenteeism.
Goal 5

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	\$236,769.00

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 (\$)
------------------	-----------------

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 (\$)
	\$0.00
BSEP	\$131,034.00
BSEP Carryover	\$30,000.00
District Allocation	\$12,598.00
Other	\$8,000.00
Title I A - Basic Funding	\$54,423.00
Title I A - Parent Involvement	\$714.00

Subtotal of state or local funds included for this school: \$236,769.00

Total of federal, state, and/or local funds for this school: \$236,769.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Freada Khem	Parent or Community Member
Tameka Evans	Other School Staff
Taliva Martin	Parent or Community Member
Emma Spertus	Parent or Community Member
Sarah Moreno	Other School Staff
Anne Hirose	Classroom Teacher
Jenna Bettencourt	Classroom Teacher
Sharmila Wright	Parent or Community Member
Amber Bell	Parent or Community Member
Katy Reese	Parent or Community Member
Jacqueline Parker	Principal

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 26, 2023.

Attested:



Principal, Jacqueline Parker on 5/5/2023

SSC Chairperson, Emma Spertus on 5/5/23

Kathy Fleming
Director of Local Resources


Signature

5/25/23
Date

Jill Hoogendyk
Associate Superintendent, Educational Services


Signature

5/25/23
Date

