

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thousand Oaks	01-61143-6090310	April 25, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Thousand Oaks for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Thousand Oaks for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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.

Educational Partner Involvement

How, when, and with whom did Thousand Oaks 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. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Math: Concepts and Procedures is an area which should be looked at closely particularly in fifth grade (29% of students performing below standard).

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELPAC: There are six students who maintained the ELPI levels.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Thousand Oaks. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.29%	0.29%	2	1	1
African American	11.3%	8.55%	7.31%	41	29	25
Asian	5.0%	6.49%	6.73%	18	22	23
Filipino	0.8%	0.29%	0.29%	3	1	1
Hispanic/Latino	31.8%	30.09%	27.49%	115	102	94
Pacific Islander	%	%	0%			0
White	36.2%	39.53%	43.27%	131	134	148
Multiple/No Response	14.1%	14.75%	14.62%	51	50	50
Total Enrollment				362	339	342

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, and 5th Grade. There was a slight increase in 2nd, 3rd and 4th.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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. Fluent English Proficient students has increased by one student.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	45	61	64	0	59	61	0	59	61	0.0	96.7	95.3
Grade 4	53	51	63	0	48	61	0	48	61	0.0	94.1	96.8
Grade 5	49	64	49	0	63	48	0	63	48	0.0	98.4	98.0
All Grades	147	176	176	0	170	170	0	170	170	0.0	96.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2469.		27.12	42.62		32.20	29.51		20.34	19.67		20.34	8.20
Grade 4		2468.	2489.		20.83	32.79		29.17	22.95		27.08	18.03		22.92	26.23
Grade 5		2492.	2524.		22.22	37.50		23.81	22.92		23.81	10.42		30.16	29.17
All Grades	N/A	N/A	N/A		23.53	37.65		28.24	25.29		23.53	16.47		24.71	20.59

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	36.07		66.10	54.10		13.56	9.84
Grade 4		25.00	29.51		66.67	52.46		8.33	18.03
Grade 5		17.46	29.17		65.08	52.08		17.46	18.75
All Grades		20.59	31.76		65.88	52.94		13.53	15.29

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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	34.43		59.32	54.10		18.64	11.48
Grade 4		12.50	13.11		64.58	68.85		22.92	18.03
Grade 5		20.63	31.25		52.38	52.08		26.98	16.67
All Grades		18.82	25.88		58.24	58.82		22.94	15.29

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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	16.39		79.66	73.77		11.86	9.84
Grade 4		18.75	11.48		70.83	77.05		10.42	11.48
Grade 5		11.11	25.00		69.84	64.58		19.05	10.42
All Grades		12.35	17.06		73.53	72.35		14.12	10.59

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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	24.59		62.71	68.85		16.95	6.56
Grade 4		14.58	21.31		75.00	70.49		10.42	8.20
Grade 5		17.46	29.17		63.49	56.25		19.05	14.58
All Grades		17.65	24.71		66.47	65.88		15.88	9.41

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Conclusions based on this data:

1. CAASPP results have increased in all areas.
2. Listening is an area of strength in which all grade levels are performing well.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	45	61	64	0	59	61	0	59	61	0.0	96.7	95.3
Grade 4	53	51	63	0	48	62	0	48	62	0.0	94.1	98.4
Grade 5	49	64	49	0	63	48	0	63	48	0.0	98.4	98.0
All Grades	147	176	176	0	170	171	0	170	171	0.0	96.6	97.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2484.		20.34	42.62		35.59	37.70		20.34	14.75		23.73	4.92
Grade 4		2453.	2502.		18.75	24.19		14.58	38.71		25.00	29.03		41.67	8.06
Grade 5		2498.	2514.		23.81	31.25		17.46	22.92		22.22	12.50		36.51	33.33
All Grades	N/A	N/A	N/A		21.18	32.75		22.94	33.92		22.35	19.30		33.53	14.04

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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	55.74		38.98	36.07		25.42	8.20
Grade 4		22.92	29.03		31.25	58.06		45.83	12.90
Grade 5		25.40	37.50		46.03	33.33		28.57	29.17
All Grades		28.24	40.94		39.41	43.27		32.35	15.79

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.81	44.26		47.46	47.54		23.73	8.20
Grade 4		16.67	16.13		50.00	70.97		33.33	12.90
Grade 5		20.63	25.00		46.03	50.00		33.33	25.00
All Grades		22.35	28.65		47.65	56.73		30.00	14.62

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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	40.98		72.88	47.54		11.86	11.48
Grade 4		20.83	33.87		45.83	51.61		33.33	14.52
Grade 5		7.94	27.08		73.02	50.00		19.05	22.92
All Grades		14.12	34.50		65.29	49.71		20.59	15.79

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Conclusions based on this data:

- All grade levels have had significant gains in all areas.
- Concepts and Procedures is an area which should be looked at closely particularly in fifth grade (29% of students performing below standard).
- Concepts and Procedures is an area which third grade is performing 55.74% above standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	6
1	*	*	*	*	*	*	*	*	*	8	6	10
2	1503.4	*	*	1495.1	*	*	1511.3	*	*	14	5	5
3	*	1496.1	*	*	1507.2	*	*	1484.5	*	7	14	4
4	*	*	1522.0	*	*	1517.3	*	*	1526.2	6	7	13
5	*	*	*	*	*	*	*	*	*	8	4	4
All Grades										50	45	42

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	*	*	38.46	*	*	30.77	*	*	23.08	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.00	15.56	23.81	52.00	42.22	40.48	18.00	28.89	19.05	8.00	13.33	16.67	50	45	42

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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	*	*	53.85	*	*	30.77	*	*	0.00	*	*	15.38	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	40.00	45.24	38.00	33.33	28.57	14.00	17.78	9.52	4.00	8.89	16.67	50	45	42

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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	*	*	7.69	*	*	30.77	*	*	53.85	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.00	2.22	7.14	38.00	35.56	33.33	24.00	46.67	40.48	20.00	15.56	19.05	50	45	42

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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	*	*	38.46	*	*	46.15	*	*	15.38	*	*	13	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.00	37.78	38.10	64.00	53.33	45.24	4.00	8.89	16.67	50	45	42	

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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	*	*	76.92	*	*	15.38	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.00	48.89	52.38	44.00	40.00	26.19	10.00	11.11	21.43	50	45	42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	7.69	*	*	69.23	*	*	23.08	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	4.44	14.29	50.00	62.22	57.14	22.00	33.33	28.57	50	45	42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	15.38	*	*	84.62	*	*	0.00	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.00	17.78	14.29	64.00	68.89	66.67	14.00	13.33	19.05	50	45	42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The 4th graders are performing well in the Speaking domain.
2. The 4th graders need support in the Writing domain.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
342	24.9	12.6	0.3
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	12.6
Foster Youth	1	0.3
Homeless	6	1.8
Socioeconomically Disadvantaged	85	24.9
Students with Disabilities	29	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	7.3
American Indian	1	0.3
Asian	23	6.7
Filipino	1	0.3
Hispanic	94	27.5
Two or More Races	50	14.6
White	148	43.3

Conclusions based on this data:

1. The school has a 24.9% of students who are socioeconomically disadvantaged.

2. The school's largest enrollment by race/ethnicity is white (148 total) compared to other race/ethnicity groups.
3. There are forty-three English learners enrolled at the school. This is a decline of English learners at the school site.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Blue		
English Learner Progress Blue		

Conclusions based on this data:

1. The chronic absenteeism continues to be a challenge. Although, the data does not show the growth from previous years, the daily attendance has improved.
2. Overall, the school is highly performing in all academic areas.

School and Student Performance Data

Academic Performance English Language Arts

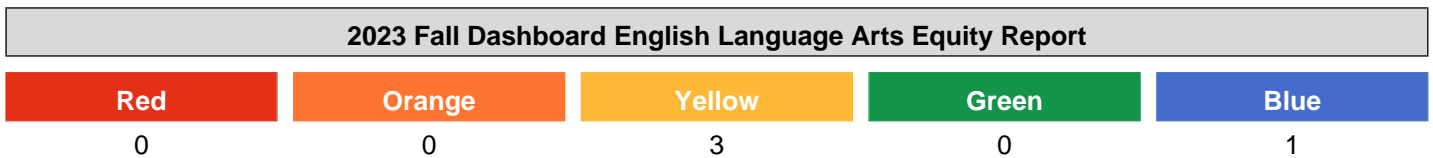
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Yellow	 No Performance Color
25.6 points above standard Increased Significantly +26.7 points	20.4 points below standard Increased Significantly +31.8 points	0 Students
171 Students	36 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	71.8 points below standard
3 Students	39.2 points below standard Increased Significantly +20.9 points	Decreased -3 points
	50 Students	24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>67.6 points below standard</p> <p>Decreased Significantly - 21.7 points</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>19.6 points below standard</p> <p>Increased Significantly +29.1 points</p> <p>58 Students</p>	<p>28.5 points above standard</p> <p>Increased +4 points</p> <p>26 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>72.5 points above standard</p> <p>Increased Significantly +31.6 points</p> <p>69 Students</p>

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>54.9 points below standard</p> <p>Increased Significantly +20 points</p> <p>19 Students</p>	<p>18.2 points above standard</p> <p>Increased Significantly +36.2 points</p> <p>17 Students</p>	<p>41.3 points above standard</p> <p>Increased Significantly +24.2 points</p> <p>126 Students</p>

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

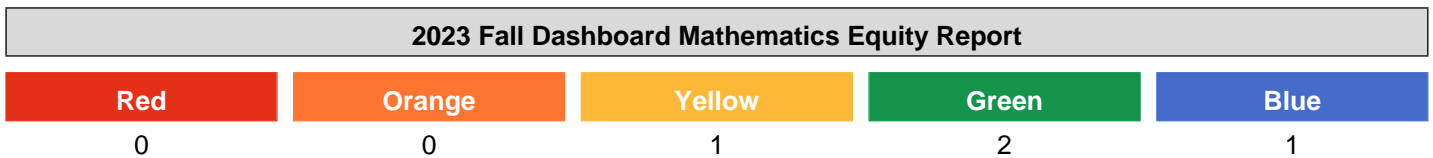
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 19.4 points above standard Increased Significantly +38 points 171 Students	English Learners Green 10 points below standard Increased Significantly +44.8 points 36 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 33.5 points below standard Increased Significantly +35.8 points 50 Students	Students with Disabilities 73.5 points below standard Decreased -7.7 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>81.6 points below standard</p> <p>Maintained -2 points</p> <p>14 Students</p>	 No Performance Color 0 Students	<p>Less than 11 Students</p> <p>6 Students</p>	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green <p>18.9 points below standard</p> <p>Increased Significantly +35.7 points</p> <p>58 Students</p>	<p>23 points above standard</p> <p>Increased Significantly +19.8 points</p> <p>26 Students</p>	 No Performance Color 0 Students	 Blue <p>57.6 points above standard</p> <p>Increased Significantly +39.3 points</p> <p>69 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>34.7 points below standard</p> <p>Increased Significantly +37.4 points</p> <p>19 Students</p>	<p>17.6 points above standard</p> <p>Increased Significantly +46.5 points</p> <p>17 Students</p>	<p>28.3 points above standard</p> <p>Increased Significantly +35.7 points</p> <p>126 Students</p>

Conclusions based on this data:

1. The English learners are performing better in Math compared to ELA.
2. The Socioeconomically Disadvantaged students math academic needs will need to be addressed.

School and Student Performance Data

Academic Performance English Learner Progress

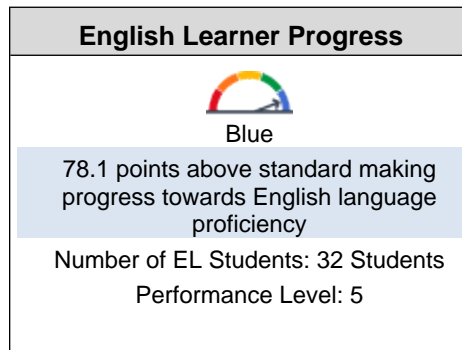
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
1	6	2	23

Conclusions based on this data:

1. A significant amount of students (23 out of 32) have progressed at least one ELPI level.
2. There are six students who maintained the ELPI levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 23.3% Chronically Absent Increased Significantly 3.9 348 Students	 Red 30.4% Chronically Absent Increased 9.4 46 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Red 43% Chronically Absent Increased 2.4 100 Students	 Red 38.5% Chronically Absent Increased 9 39 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>29.6% Chronically Absent</p> <p>Declined -7</p> <p>27 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>25% Chronically Absent</p> <p>Declined -18.5</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>30.2% Chronically Absent</p> <p>Increased 5.2</p> <p>96 Students</p>	<p></p> <p>Red</p> <p>25% Chronically Absent</p> <p>Increased 9.3</p> <p>52 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>16.9% Chronically Absent</p> <p>Increased 7.7</p> <p>148 Students</p>

Conclusions based on this data:

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

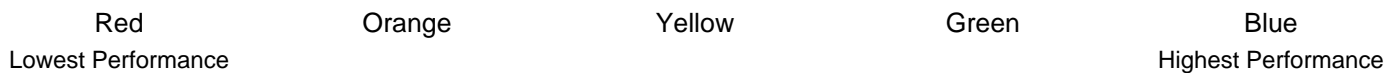
School and Student Performance Data

Academic Engagement Graduation Rate

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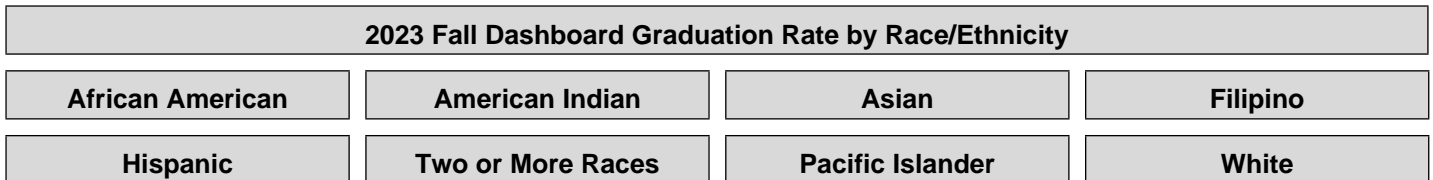
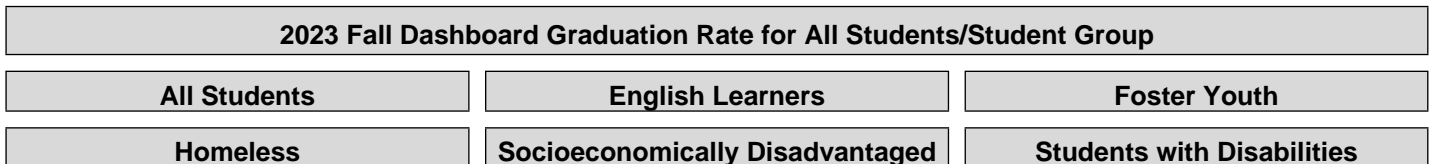
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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

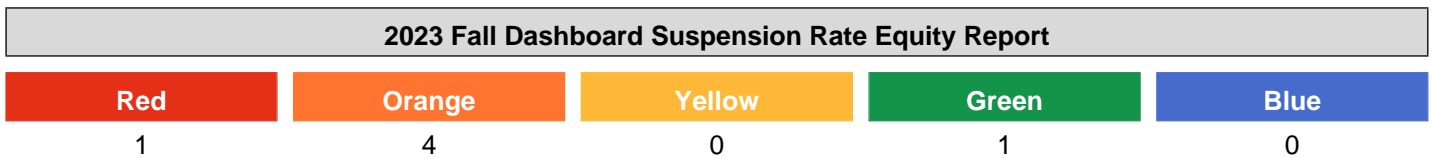
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.4% suspended at least one day Increased 1.1 358 Students	English Learners  Orange 2% suspended at least one day Increased 2 50 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged  Orange 2.9% suspended at least one day Increased 2.9 102 Students	Students with Disabilities  Red 7.5% suspended at least one day Increased 4.8 40 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 27 Students</p>	<p> No Performance Color 0 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 26 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 3.1 96 Students</p>	<p> Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9 53 Students</p>	<p> No Performance Color 0 Students</p>	<p> Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0 155 Students</p>

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction and Curriculum

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase Academic Performance and Student Experience

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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/exceed SBA standards in ELA	ELA Met 3rd/29.51% 4th/22.95% 5th/22.92% Exceeded 3rd/42.62% 4th/32.79% 5th/37.50%	ELA Met/Exceed 3rd/74% 4th/57% 5th/63%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Literacy Thousand Oaks teachers and staff ensure the	All Kindergarten through 5th Grade students with	39,123 BSEP

<p>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.</p> <p>Object Code/Item 1102 Certificated Monthly Proposed Expenditure(s) 1.0 FTE Literacy Coach (.75 Other Resources, .25 BSEP) Funding Source BSEP Cost \$39,123</p> <p>Teachers will implement explicit phonics instruction with the support of the professional development provided through CORE, small group instruction, 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 TK-2 teachers will include explicit Tier I and II instruction in phonemic awareness utilizing Haggerty (segmentation, blending, isolation, substitution, and syllabication).</p> <p>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 and co-teaching opportunities. 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.</p> <p>The Literacy Coach will also provide direct service to struggling readers who need academic interventions. The Literacy Coach will support the ELA piloting and collaborate with other non-pilot teachers. The teachers will continue to utilize Handwriting Without Tears to help students with letter formation and penmanship.</p> <p>In addition to the Literacy Coach, the RTI teacher, and the ELD teacher will provide small-group reading support to small groups of primarily EL and socio-economically disadvantaged students struggling in reading. Our teachers will offer intensive small-group reading support to students working in reading or math before or after school.</p> <p>Object Code/Item 1116 Certificated Hourly Proposed Expenditure(s) Extended Day Academic Intervention (Title IV funded)</p>	<p>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.</p>	<p>2,963.00 District Allocation</p> <p>6,000.00 BSEP Carryover</p> <p>6,611 BSEP</p> <p>762.00 Title I A - Basic Funding</p> <p>Other</p> <p>8,000.00 District Allocation</p> <p>21,916 BSEP</p> <p>7,439 BSEP</p> <p>20,231.00 PTA</p>
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<p>Funding Source District Allocation Cost \$2,963</p> <p>Object Code/Item 1116 Certificated Hourly Proposed Expenditure(s) Extended Day Intervention (Teacher Hourly) Funding Source Title I Cost \$762</p> <p>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 \$6,000</p> <p>Object Code/Item 4380 Other/Reserve Proposed Expenditure(s) Personnel Variance Funding Source BSEP Cost \$6,611</p> <p>Enrichment Programs</p> <ul style="list-style-type: none"> All teachers will collaborate with a teaching artist to provide visual arts instruction that is integrated with and supports core academic content. <p>Object Code/Item 5800 Contracted Services Proposed Expenditure(s) Arts Anchor Funding Source Other Cost \$8,000</p> <ul style="list-style-type: none"> Our Instructional Specialist-PE will provide recess programming and PE classes for TK, K, 4th, and 5th <p>Object Code/Item 2102 Classified Salary Proposed Expenditure(s) Instructional Specialist PE .26 FTE (.26 BSEP) Funding Source BSEP Cost \$21,916</p> <p>Object Code/Item 2102 Classified Salary Proposed Expenditure(s) Instructional Specialist PE .24 FTE (.24 PTA) Funding Source PTA Cost \$20,231</p> <p>Kindergarten IA An IA provides general support in all K classes, collaborating with the classroom teachers to provide the needed support.</p> <p>Object Code/Item 2102 Classified Monthly Proposed Expenditure(s)</p>		
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	.15 FTE IA (.15 BSEP) Funding Source BSEP Cost \$7,439		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Provide literacy support as the district will be going through an ELA pilot period. The literacy coach will be one of the staff members to pilot ELA curriculum and will be able to collaborate with other teacher who are piloting as well.

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

There are shift taking place with the ELA curriculum, and that work will need to continue to take place this upcoming school year. It has been a challenge to make the shifts without a curriculum.

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 major change will be with the ELA work currently taking place, and begin the new phase of piloting new curriculums. The heave lifting will begin once the classroom teachers will make the shift with the new curriculum. The Literacy coach will need to support the classroom teachers with the new adoption.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase Academic Performance

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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/exceed SBA standards in Math	Met 3rd/37.70% 4th/38.71% 5th/22.92% Exceeded 3rd/42.62% 4th/24.19% 5th/31.25%	Met/Exceed 3rd/80% 4th/65% 5th/60%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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	All Kindergarten through 5th Grade students with a focus on the subgroups targeted in the Local Control Accountability Plan:	53,013 BSEP Other

	<p>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, scaffold, and differentiate instruction based on identified student needs.</p> <p>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.</p> <p>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 provide pull-out/push-in math support during the school day and coordinate ongoing coaching/support blocks for classroom teachers.</p> <p>Object Code/Item 1102 Certificated Monthly Proposed Expenditure(s) .4 FTE Math Intervention Teacher Funding Source BSEP Cost \$53,013</p> <p>Object Code/Item 1102 Certificated Monthly Proposed Expenditure(s) .2 FTE Math Intervention Teacher (District Bilingual Program Support) Funding Source District Allocation</p> <p>Kindergarten IA An IA provides general support in all K classes, collaborating with the classroom teachers to provide the needed support.</p> <p>Object Code/Item 2102 Classified Monthly Proposed Expenditure(s) .15 FTE IA (.15 PTA) Funding Source PTA Cost \$7,439</p> <p>Object Code/Item 4380 Other/Reserve Proposed Expenditure(s) Personnel Variance Funding Source PTA Cost \$1,383</p>	<p>English Language Learners, Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, and Students with Disabilities.</p>	<p>42,936.00 Title I A - Basic Funding</p> <p>Other</p> <p>10,734 BSEP</p> <p>7,439 PTA</p> <p>1,383 PTA</p> <p>2,147 Title I A - Basic Funding</p>
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	<p>RTI/Coordination of Services Team To effectively serve our students and families, our RTI coordinator convenes bi-weekly RTI/Coordination of Services team meetings. At that meeting, the RTI coordinator, the principal, the Family Engagement Coordinator, the Literacy Coach, and our counselor track students and families who need and receive school-based services. At these bi-weekly meetings, we analyze data, identify and monitor students needing support (academic, emotional, behavioral), and look for ways to deepen connections with families.</p> <p>Object Code/Item 1102 Certificated Monthly Proposed Expenditure(s) .40 Rtl Coordinator (LCAP) Funding Source District Allocation</p> <p>Object Code/Item 1102 Certificated Monthly Proposed Expenditure(s) .40 Rtl Teacher (Title 1) Funding Source Title I Cost \$42,936</p> <p>Object Code/Item 1102 Certificated Monthly Proposed Expenditure(s) .10 Rtl Teacher (BSEP) Funding Source BSEP Cost \$10,734</p> <p>Object Code/Item 4380 Other/Reserve Proposed Expenditure(s) Personnel Variance Funding Source Title I Cost \$2,147</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The math coach will continue to provide small intervention support to increase the math scores.

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

The math coach has been a .60 FTE; however, it might shift to a .50 FTE due to budget cuts. This might impact that amount of students she is able to serve per week.

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 were made to this particular goal.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 60%. 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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	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	624.00 Title I A - Parent Involvement District Allocation District Allocation

<p>recruiting diverse candidates. We will provide childcare and translation for all meetings as needed.</p> <p>The site coordinator for Family Engagement and Equity will support outreach to families and help 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.</p> <p>Parent/Guardian Education Thousand Oaks will provide parent forums and educational events on topics identified as critical by diverse parent/ guardian groups, including:</p> <ul style="list-style-type: none"> • 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, Welcoming Schools, Toolbox) <p>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.</p> <ul style="list-style-type: none"> • 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) <p>Object Code/Item 4380 Classified Hourly Proposed Expenditure(s) Child care, translation for parent meetings Funding Source Title I A - Parent Involvement</p>	<p>Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities</p>	<p>Other</p> <p>Other</p> <p>15,000.00 BSEP Carryover</p> <p>918.00 BSEP</p> <p>8,349.00 District Allocation</p> <p>44,224 Other</p>
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Cost \$624

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:

- Identify ways to involve parents/guardians further 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
(.4 FTE LCAP)

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 (LCAP)

Funding Source District Allocation

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.

	<p>Object Code/Item 4300 Materials and Supplies Funding Sources BSEP Carryover Cost \$15,000 from BSEP Carryover</p> <p>Object Code/Item 4300 Materials and Supplies Funding Sources BSEP Cost \$918 from BSEP</p> <p>Object Code/Item 4300 Materials and Supplies Funding Source District Allocation Cost \$8,349</p> <p>All teachers will collaborate with a teaching artist to provide visual and performing arts instruction that is integrated with and supports core academic content. Twenty percent of the funding must be used on art supplies, and the remaining eighty percent must be used on instruction (i.e., as compensation for a district employee)</p> <p>Object Code/Item 1102 Certificated Monthly Proposed Expenditure(s) Prop 28 Funding Source Other Cost \$44,224</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Family Engagement Specialist has been working with families to provide ongoing support.

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

There exists an insecurity on whether or not the Family Engagement position will continue to exist at the same FTE as this past school year.

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 were made to this particular goal.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>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.</p> <p>Object Code/Item 1102 Certificated Monthly</p> <p>Proposed Expenditure(s) .70 FTE ELD Teacher (LCAP) Funding Source District Allocation</p>	<p>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.</p>	District Allocation

	<p>Elements of our ELD program:</p> <ul style="list-style-type: none"> • 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. 		
<p>4.2</p>	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p> <p>On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.</p>	<p>All</p>	<p>0</p>
<p>4.3</p>	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p>	<p>All</p>	<p>0</p>

	Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.		
4.4	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The site evaluated the previous year’s SPSA in collaboration with our SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2024-2025 SPSA.

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

No major differences.

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.

This will continue to be a priority.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	Less than 11 students to report Less than 11 student to report	
Chronic Absentee Rate (CDE Dataquest)	23.3%	20%
Suspension Rate (CDE Dataquest)	1.4%	1.0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Equity Thousand Oaks will create a safe, inclusive, and culturally responsive environment for all students and staff, with a focus on educational equity, by: <ul style="list-style-type: none"> 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. 	All	Other Other

	<ul style="list-style-type: none"> • Sending teachers and staff to district-sponsored Cultural Competency Training. <p>Collaborate with the district to provide direct services and support to our McKinney-Vento students.</p> <p>Family Engagement Office of Family Engagement and Equity (OFEE) Site Staff to provide support in three main focal areas:</p> <ol style="list-style-type: none"> 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 <p>Intervention Services for Students Experiencing Homelessness</p> <ul style="list-style-type: none"> • 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. <p>Addressing Absenteeism</p> <ul style="list-style-type: none"> • Gather information next year from multiple sources and align goals with school partners such as Family Engagement Office, and PTA programming for support. 		
<p>5.2</p>	<p>Supports for Students Experiencing Homelessness:</p> <p>Collaborate with the district to provide direct services and support to our McKinney-Vento students.</p>	<p>Students Experiencing Homelessness</p>	<p>0</p>
<p>5.3</p>	<p>Family Engagement - Office of Family Engagement and Equity (OFEE):</p> <p>Site Staff to provide support in three main focal areas:</p>	<p>Students Experiencing Homelessness</p>	<p>0</p>

	<p>1) Establishing links between home and school for academic success</p> <p>2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students</p> <p>3) Promoting attendance and access to health services</p>		
5.4	<p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance.</p> <p>On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall we need to prioritize the implementation of this goal.

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

No major differences.

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.

Reaching out earlier to families, especially those that we know have attendance issues.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$299,812.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$139,754.00
BSEP Carryover	\$21,000.00
District Allocation	\$19,312.00
Other	\$44,224.00
PTA	\$29,053.00
Title I A - Basic Funding	\$45,845.00
Title I A - Parent Involvement	\$624.00

Subtotal of state or local funds included for this school: \$299,812.00

Total of federal, state, and/or local funds for this school: \$299,812.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	139,754.00
BSEP Carryover	21,000.00
District Allocation	19,312.00
Other	44,224.00
PTA	29,053.00
Title I A - Basic Funding	45,845.00
Title I A - Parent Involvement	624.00

Expenditures by Budget Reference

Budget Reference	Amount
	166,682.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	139,754.00
	BSEP Carryover	21,000.00
	District Allocation	19,312.00
	Other	44,224.00
	PTA	29,053.00
	Title I A - Basic Funding	45,845.00
	Title I A - Parent Involvement	624.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
113,045.00
117,652.00
69,115.00
0.00
0.00

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
- 5 Parent or Community Members

Name of Members	Role
Taliva Martin	Parent or Community Member
Ernesto Marin	Other School Staff
Katy Reese	Parent or Community Member
Emma Spertus	Parent or Community Member
Michelle Yglecias	Classroom Teacher
Jenna Bettencourt	Classroom Teacher
Amber Bell	Parent or Community Member
Teagan Fish	Classroom Teacher
Ron Thaniel	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

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 25, 2024.

Attested:



Principal, Jacqueline Parker on 4/25/2024

SSC Chairperson, Michelle Yglecias on 4/25/2024

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-4-24
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

6-6-24
Date

