School Year: **2026-27**

# 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 | May 18, 2026 | June 17, 2026 |

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.

In 2025, the California School Dashboard, overall indicators for English Language Arts were "green", Math was "green", Chronic Absenteeism was "yellow" and Suspensions were "blue". English language learner progress did not have a overall score indicated.

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.

Hispanic students were in the "orange" in English Language Arts and in the "yellow" in math. Socio-economically disadvantaged and students with two or more races also in the "orange" in chronic absenteeism, but did not have a second performance domain at that level or below.

## Other Needs

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

Review of district assessments, local screeners and work samples including student portfolios

# 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 | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **African American** | 6.61% | 4.45% | 6.63% | 24 | 15 | 24 |
| **Asian** | 9.64% | 11.57% | 10.77% | 35 | 39 | 39 |
| **Filipino** | 0.28% | 0.30% | 0.28% | 1 | 1 | 1 |
| **Hispanic/Latino** | 25.62% | 23.44% | 23.20% | 93 | 79 | 84 |
| **White** | 41.05% | 43.92% | 41.44% | 149 | 148 | 150 |
| **Multiple/No Response** | 16.80% | 16.32% | 17.68% | 61 | 55 | 64 |
| | | | **Total Enrollment** | 363 | 337 | 362 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| **Transitional Kindergarten** | | 20 | 56 |
| **Kindergarten** | 42 | 44 | 46 |
| **Grade 1** | 55 | 41 | 44 |
| **Grade 2** | 52 | 56 | 42 |
| **Grade3** | 64 | 51 | 58 |
| **Grade 4** | 66 | 62 | 51 |
| **Grade 5** | 66 | 63 | 65 |
| **Total Enrollment** | 363 | 337 | 362 |

**Conclusions based on this data:**

1. The student enrollment declined in 1st, 3rd, 4th & 5th grades
2. Enrollment decreased by 26 students overall

# 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 | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| **English Learners** | 49 | 37 | 26 | 12.6% | 13.5% | 7.2% |
| **Fluent English Proficient (FEP)** | 36 | 37 | 39 | 9.4% | 9.9% | 10.8% |

**Conclusions based on this data:**

1. The student enrollment of English learners has decreased by 12 students. There has been fluctuation amongst the EL population over the last 3 years, with the population dropping by 3%.
2. Fluent English Proficient students has increased by 4 students, marking the 3rd consecutive year of growth.

# 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 64 | 63 | 50 | 61 | 63 | 48 | 61 | 63 | 48 | 95.3 | 100 | 96 |
| Grade 4 | 63 | 63 | 64 | 61 | 58 | 64 | 61 | 58 | 64 | 96.8 | 92.1 | 100 |
| Grade 5 | 49 | 66 | 63 | 48 | 65 | 62 | 48 | 65 | 62 | 98.0 | 98.5 | 98.4 |
| All Grades | 176 | 192 | 177 | 170 | 186 | 174 | 170 | 186 | 174 | 96.6 | 96.9 | 98.3 |

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2469. | 2433. | 2446. | 42.62 | 25.40 | 39.58 | 29.51 | 30.16 | 14.58 | 19.67 | 22.22 | 18.75 | 8.20 | 22.22 | 27.08 |
| Grade 4 | 2489. | 2506. | 2498. | 32.79 | 43.10 | 32.81 | 22.95 | 29.31 | 29.69 | 18.03 | 12.07 | 14.06 | 26.23 | 15.52 | 23.44 |
| Grade 5 | 2524. | 2547. | 2541. | 37.50 | 40.00 | 35.48 | 22.92 | 29.23 | 35.48 | 10.42 | 15.38 | 14.52 | 29.17 | 15.38 | 14.52 |
| All Grades | N/A | N/A | N/A | 37.65 | 36.02 | 35.63 | 25.29 | 29.57 | 27.59 | 16.47 | 16.67 | 15.52 | 20.59 | 17.74 | 21.26 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 36.07 | 28.57 | 33.33 | 54.10 | 55.56 | 50.00 | 9.84 | 15.87 | 16.67 |
| Grade 4 | 29.51 | 39.66 | 34.38 | 52.46 | 50.00 | 56.25 | 18.03 | 10.34 | 9.38 |
| Grade 5 | 29.17 | 33.85 | 20.97 | 52.08 | 60.00 | 70.97 | 18.75 | 6.15 | 8.06 |
| All Grades | 31.76 | 33.87 | 29.31 | 52.94 | 55.38 | 59.77 | 15.29 | 10.75 | 10.92 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 34.43 | 22.22 | 20.83 | 54.10 | 53.97 | 52.08 | 11.48 | 23.81 | 27.08 |
| Grade 4 | 13.11 | 18.97 | 18.75 | 68.85 | 65.52 | 64.06 | 18.03 | 15.52 | 17.19 |
| Grade 5 | 31.25 | 33.85 | 35.48 | 52.08 | 47.69 | 48.39 | 16.67 | 18.46 | 16.13 |
| All Grades | 25.88 | 25.27 | 25.29 | 58.82 | 55.38 | 55.17 | 15.29 | 19.35 | 19.54 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 16.39 | 9.52 | 16.67 | 73.77 | 73.02 | 68.75 | 9.84 | 17.46 | 14.58 |
| Grade 4 | 11.48 | 20.69 | 17.19 | 77.05 | 67.24 | 75.00 | 11.48 | 12.07 | 7.81 |
| Grade 5 | 25.00 | 13.85 | 17.74 | 64.58 | 80.00 | 70.97 | 10.42 | 6.15 | 11.29 |
| All Grades | 17.06 | 14.52 | 17.24 | 72.35 | 73.66 | 71.84 | 10.59 | 11.83 | 10.92 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 24.59 | 12.70 | 20.83 | 68.85 | 71.43 | 58.33 | 6.56 | 15.87 | 20.83 |
| Grade 4 | 21.31 | 22.41 | 17.19 | 70.49 | 70.69 | 64.06 | 8.20 | 6.90 | 18.75 |
| Grade 5 | 29.17 | 32.31 | 29.03 | 56.25 | 61.54 | 64.52 | 14.58 | 6.15 | 6.45 |
| All Grades | 24.71 | 22.58 | 22.41 | 65.88 | 67.74 | 62.64 | 9.41 | 9.68 | 14.94 |

**Conclusions based on this data:**

1. 63.2% of students met or exceeded standards for overall achievement, a 3% decrease form the previous year
2. 15% of students were below standard in Research/Inguiry domain, and decrease of over 5%.
3. Participation in state testing grew by 1.4% to 98.3% of eligible students participating

# 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 64 | 63 | 50 | 61 | 63 | 48 | 61 | 63 | 48 | 95.3 | 100 | 96 |
| Grade 4 | 63 | 63 | 64 | 62 | 60 | 64 | 62 | 60 | 64 | 98.4 | 95.2 | 100 |
| Grade 5 | 49 | 66 | 63 | 48 | 65 | 61 | 48 | 65 | 61 | 98.0 | 98.5 | 96.8 |
| All Grades | 176 | 192 | 177 | 171 | 188 | 173 | 171 | 188 | 173 | 97.2 | 97.9 | 97.7 |

* 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2484. | 2467. | 2484. | 42.62 | 34.92 | 45.83 | 37.70 | 36.51 | 27.08 | 14.75 | 15.87 | 10.42 | 4.92 | 12.70 | 16.67 |
| Grade 4 | 2502. | 2526. | 2520. | 24.19 | 45.00 | 43.75 | 38.71 | 33.33 | 26.56 | 29.03 | 11.67 | 20.31 | 8.06 | 10.00 | 9.38 |
| Grade 5 | 2514. | 2540. | 2549. | 31.25 | 36.92 | 37.70 | 22.92 | 21.54 | 21.31 | 12.50 | 24.62 | 24.59 | 33.33 | 16.92 | 16.39 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 32.75 | 38.83 | 42.20 | 33.92 | 30.32 | 24.86 | 19.30 | 17.55 | 19.08 | 14.04 | 13.30 | 13.87 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 55.74 | 46.03 | 58.33 | 36.07 | 39.68 | 33.33 | 8.20 | 14.29 | 8.33 |
| Grade 4 | 29.03 | 53.33 | 51.56 | 58.06 | 36.67 | 35.94 | 12.90 | 10.00 | 12.50 |
| Grade 5 | 37.50 | 33.85 | 36.07 | 33.33 | 50.77 | 54.10 | 29.17 | 15.38 | 9.84 |
| Grade 11 | | | | | | | | | |
| All Grades | 40.94 | 44.15 | 47.98 | 43.27 | 42.55 | 41.62 | 15.79 | 13.30 | 10.40 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 44.26 | 34.92 | 43.75 | 47.54 | 52.38 | 39.58 | 8.20 | 12.70 | 16.67 |
| Grade 4 | 16.13 | 38.33 | 32.81 | 70.97 | 50.00 | 56.25 | 12.90 | 11.67 | 10.94 |
| Grade 5 | 25.00 | 30.77 | 29.51 | 50.00 | 55.38 | 55.74 | 25.00 | 13.85 | 14.75 |
| All Grades | 28.65 | 34.57 | 34.68 | 56.73 | 52.66 | 51.45 | 14.62 | 12.77 | 13.87 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 40.98 | 26.98 | 41.67 | 47.54 | 63.49 | 47.92 | 11.48 | 9.52 | 10.42 |
| Grade 4 | 33.87 | 40.00 | 37.50 | 51.61 | 43.33 | 50.00 | 14.52 | 16.67 | 12.50 |
| Grade 5 | 27.08 | 20.00 | 22.95 | 50.00 | 70.77 | 60.66 | 22.92 | 9.23 | 16.39 |
| All Grades | 34.50 | 28.72 | 33.53 | 49.71 | 59.57 | 53.18 | 15.79 | 11.70 | 13.29 |

**Conclusions based on this data:**

1. Overall achievement in math (students meeting or exceeding standards) was 67%, a slight drop from a combined percantage of 69% last year
2. Concepts and Procedureshave seen year of year growth as a school (from 44% to 48%), while Problem Solving stayed steady at 34.5% above standards
3. Communicating reasoning had 33.5% of students schoolwide perform above standards an increase of approximately 5% from the previous year

# 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) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | 6 | 9 | 6 |
| 1 | * | * | * | * | * | * | * | * | * | 10 | 8 | 7 |
| 2 | * | * | * | * | * | * | * | * | * | 5 | 7 | 8 |
| 3 | * | * | * | * | * | * | * | * | * | 4 | 5 | 6 |
| 4 | 1522.0 | * | * | 1517.3 | * | * | 1526.2 | * | * | 13 | 5 | 4 |
| 5 | * | * | * | * | * | * | * | * | * | 4 | 5 | * |
| All Grades | | | | | | | | | | 42 | 39 | 34 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | 38.46 | * | * | 30.77 | * | * | 23.08 | * | * | 7.69 | * | * | 13 | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 23.81 | 30.77 | 61.76 | 40.48 | 35.90 | 20.59 | 19.05 | 20.51 | 5.88 | 16.67 | 12.82 | 11.76 | 42 | 39 | 34 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | 53.85 | * | * | 30.77 | * | * | 0.00 | * | * | 15.38 | * | * | 13 | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 45.24 | 48.72 | 76.47 | 28.57 | 23.08 | 5.88 | 9.52 | 15.38 | 14.71 | 16.67 | 12.82 | 2.94 | 42 | 39 | 34 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | | * | * | | * | * | | * | * | | * | * | | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 5 | | * | * | | * | * | | * | * | | * | * | | * | * |
| All Grades | 7.14 | 10.26 | 29.41 | 33.33 | 35.90 | 35.29 | 40.48 | 41.03 | 20.59 | 19.05 | 12.82 | 14.71 | 42 | 39 | 34 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | 38.46 | * | * | 46.15 | * | * | 15.38 | * | * | 13 | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 38.10 | 35.90 | 52.94 | 45.24 | 53.85 | 38.24 | 16.67 | 10.26 | 8.82 | 42 | 39 | 34 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | 76.92 | * | * | 15.38 | * | * | 7.69 | * | * | 13 | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 52.38 | 51.28 | 70.59 | 26.19 | 33.33 | 20.59 | 21.43 | 15.38 | 8.82 | 42 | 39 | 34 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | 7.69 | * | * | 69.23 | * | * | 23.08 | * | * | 13 | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 14.29 | 7.69 | 44.12 | 57.14 | 71.79 | 35.29 | 28.57 | 20.51 | 20.59 | 42 | 39 | 34 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | 15.38 | * | * | 84.62 | * | * | 0.00 | * | * | 13 | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 14.29 | 23.08 | 26.47 | 66.67 | 69.23 | 61.76 | 19.05 | 7.69 | 11.76 | 42 | 39 | 34 |

**Conclusions based on this data:**

1. 26.5% of students were Well Developed in the writing domain, an increase of 3.5% from last year, and 13% from 22-23

# School and Student Performance Data

## Student Population

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2024-25 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **337** | **27.9%** | **11%** | **0.0%** |
| 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. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 37 | 11% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 5 | 1.5% |
| **Socioeconomically Disadvantaged** | 94 | 27.9% |
| **Students with Disabilities** | 35 | 10.4% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 15 | 4.5% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 39 | 11.6% |
| **Filipino** | 1 | 0.3% |
| **Hispanic** | 79 | 23.4% |
| **Two or More Races** | 55 | 16.3% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 148 | 43.9% |

**Conclusions based on this data:**

1. 27.9% of enrolled students are socioeconomically disadvantaged., a decrase of 3%

2. The school's largest enrollment by race/ethnicity is white (148 total) compared to other race/ethnicity groups, making up 43.9% of the total population.

3. There are thirty-seven English learners enrolled at the school.  This is a decrease of English learners at the school site from 47 the previous year.

# School and Student Performance Data

## Overall Performance

The 2025 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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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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Green | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

1. The chronic absenteeism dropped to 10.5% - which is over a 6% decrease (positive growth)
2. The school perfromed in the "Green" zone in both mathematics and English Language arts, which indicates overall scores that are above average.
3. Suspension rate is in the blue, indicating minimal discipline that results in missed class time

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 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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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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 0 | 1 | 1 |

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.

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
| Green | No Performance Color | |
| 27.4 points above standard | 21.6 points below standard | |
| Maintained 1.3 points | Declined 3.1 points | |
| 171 Students | 26 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| No Performance Color | No Performance Color | Green |
| 0 Students | Fewer than 11 students - No Data for Privacy | 1.5 points below standard |
| | 3 Students | Increased 22.1 points |
| | | 51 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 111 points below standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 9.6 points | 10 Students | |
| 21 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| 5.1 points above standard | Fewer than 11 students - No Data for Privacy | 21.2 points below standard |
| Declined 41.1 points | 1 Student | Maintained -2.6 points |
| 17 Students | | 45 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Blue |
| 48.1 points above standard | 0 Students | 64.4 points above standard |
| Declined 21 points | | Increased 12.8 points |
| 28 Students | | 71 Students |

**Conclusions based on this data:**

1. Overall, the site performed 27.4 points above standard, well above the state and county averages
2. Socio-economically disadvantaged students increased by 22.1 points; still overall 1.5 points below standard, but in the "green" performance band
3. English language learners and Hispanc subgroups had slight decreases in overall scores (3.1 & 2.6 points respectively)

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 1 | 1 | 1 |

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.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Green | No Performance Color | |
| 34.8 points above standard | 0.2 points below standard | |
| Increased 6.1 points | Maintained -2.4 points | |
| 171 Students | 27 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Green |
| 0 Students | Fewer than 11 students - No Data for Privacy | 0 points below standard |
| | 3 Students | Increased 3.1 points |
| | | 50 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 90.1 points below standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 24.2 points | 10 Students | |
| 21 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| 32.3 points above standard | Fewer than 11 students - No Data for Privacy | 13.6 points below standard |
| Declined 34.2 points | 1 Student | Declined 10.6 points |
| 17 Students | | 44 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Blue |
| 46.3 points above standard | 0 Students | 72.3 points above standard |
| Declined 11.2 points | | Increased 25.8 points |
| 28 Students | | 72 Students |

**Conclusions based on this data:**

1. There were overall increases in math scores, highlighted by double digit gains amongst the following subgroups:students w/disabilities & white students
2. The was a decline in scores amongst students who identify as 2 or more races and Asian students, but those subgroups still performed 46.3 & 32.2 points above standard respectively (not large enough groups for color score on dashboard)
3. Students with disabilities increased by 24 points, but still scored 90 points below standard in aggregate.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Science 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.

**2025 Fall Dashboard Science Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Green | No Performance Color | No Performance Color |
| 60.3 science points | Fewer than 11 students - No Data for Privacy | 0 Students |
| Maintained 0.9 points | 9 Students | |
| 60 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | Fewer than 11 students - No Data for Privacy | 51.7 science points |
| | 2 Students | Increased 4.9 points |
| | | 24 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| | | |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 0 Students |
| 7 Students | 2 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| | | |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | 0 Students | 52.6 science points |
| 5 Students | | Increased 5.8 points |
| | | 17 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| | | |
| No Performance Color | No Performance Color | No Performance Color |
| 57 science points | 0 Students | 68.6 science points |
| Declined 17.4 points | | Increased 4.3 points |
| 12 Students | | 25 Students |

**Conclusions based on this data:**

1. Overall score stayed in the "green"
2. There were no subgroups that reached reporting threshhold

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
| | |
| No Performance Color | No Performance Color |
| 73.9 making progress. | making progress. |
| Number Students: 23 Students | Number Students: 0 Students |

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.

**2025 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 |
|---|---|---|---|
| 4.3% | 21.7% | 4.3% | 69.6% |

**Conclusions based on this data:**

1. A significant amount of students (69.6%) have progressed at least one ELPI level. This is over a 14% increase from the previous year.
2. 4.3% of students decreased on ELPI level, which is essentially the same as the previous year

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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.

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
| Yellow | Yellow | |
| 10.5% Chronically Absent | 10.8% Chronically Absent | |
| Declined 6.3 | Declined 2.2 | |
| 343 Students | 37 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| No Performance Color | No Performance Color | Orange |
| Fewer than 11 students - No Data for Privacy | 54.5% Chronically Absent | 22.1% Chronically Absent |
| 1 Student | 0 | Declined 4.9 |
| | 11 Students | 104 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Yellow | No Performance Color | No Performance Color |
| 15.4% Chronically Absent | 18.8% Chronically Absent | 0 Students |
| Declined 13.2 | Declined 9.3 | |
| 39 Students | 16 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| Green | No Performance Color | Yellow |
| 5% Chronically Absent | Fewer than 11 students - No Data for Privacy | 14.8% Chronically Absent |
| Declined 15 | 1 Student | Declined 10.7 |
| 40 Students | | 81 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| Orange | No Performance Color | Green |
| 18.6% Chronically Absent | 0 Students | 5.5% Chronically Absent |
| Increased 2 | | Declined 3.2 |
| 59 Students | | 146 Students |

**Conclusions based on this data:**

1. 10.5% of students site wide were chronically absent, which is a 6% improvement from the previous year
2. Every subgroup saw declines in chronic absenteeism, except Two or More races, which increased by 2%

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 7 |

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.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Blue | Blue | |
| 0% suspended at least one day | 0% suspended at least one day | |
| Declined 0.3% | Maintained 0% | |
| 347 Students | 38 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Blue |
| Fewer than 11 students - No Data for Privacy | 0% suspended at least one day | 0% suspended at least one day |
| 1 Student | 11 Students | Maintained 0% |
| | | 105 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Blue | No Performance Color | No Performance Color |
| 0% suspended at least one day | 0% suspended at least one day | 0 Students |
| Maintained 0% | Maintained 0% | |
| 39 Students | 17 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
| Blue | No Performance Color | Blue |
| 0% suspended at least one day | Fewer than 11 students - No Data for Privacy | 0% suspended at least one day |
| Maintained 0% | 1 Student | Declined 1% |
| 41 Students | | 81 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| Blue | No Performance Color | Blue |
| 0% suspended at least one day | 0 Students | 0% suspended at least one day |
| Maintained 0% | | Maintained 0% |
| 60 Students | | 147 Students |

**Conclusions based on this data:**

1. There were minimal suspensions issed at site.
2. Continue to have  counselor to support with social-emotional well being.
3. Continue to pre-teach positive behavior, and refine and improve incentives for students making positive & safe choices at school.

# 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.

**Academic Excellence & Equitable Outcomes**
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

## 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.

Strong classroom instruction is the first step in ensuring student success. The professional development, collaboration opportunities, and coaching that teachers receive need to focus on plan, pace and strategize on how to best serve all of their students to ensure high academic achievement.

## 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 |
|---|---|---|
| DIBELS oral reading fluency (3rd-5th) | 2024-2025 DIBELS ORF Assessment | 3% increase for all students in DIBELS Oral Reading Fluency assessments. 5% for target subgroups. |
| DIBELS (K-2nd grade) | 2024-2025 DIBELS Assessment | 2025-2026 DIBELS Assessment - 3% Increase in students performing at or above grade level when compared to previous year at that trimester. 5% for target subgroups. |
| Math Benchmark Assessments | 2024-2025 MAC/MARS | 2025-2026 MAC/MARS Benchmark- 3% Increase in students performing at or above grade level in when compared to previous year at that trimester.5% for target subgroups. |
| STAR 360 Reading (3rd - 5th) and STAR Math Assessment (1-5) | 2024-2025 STAR 360 Reading and Math Assessment | 2025-2026 STAR 360 Reading Assessment - 3% Increase in students performing at or above grade level in grades 3rd-5th, when compared to previous year by trimester. 5% for target subgroups. |

## 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** | Professional Development and Coaching in Literacy<br>• Literacy Coach and RTI Coach will lead whole staff professional development sessions during staff meeting time and facilitate collaborative discussions with teachers each trimester to align our instruction with the Common Core state standards and current educational research aligned to the science of reading. For 25-26 school year, 3rd - 5th staff will be trained on use of DIBELS to measure oral reading fluency. Literacy Coach will plan and deliver professional development around connecting these assessments to classroom instruction.<br>• Literacy Coach will coach and assist K-5 teachers in the implementation and pacing of Fishtank, Functional Phonics and Morphology, and support teachers in connecting the results from the DIBELS assessment, STAR assessment, and curriculum embedded assessements to classroom instruction in small groups that supports students who are performing below grade level.<br>• After each reporting period or when new data is available, Literacy Coach and RTI teacher will meet with teachers during staff time to review student results and to group students for small group reading and strategy groups with their grade level teacher. Teachers will prepare and revise class schedule for small group reading and strategy groups, since this is an essential component of our literacy program.<br>• Literacy Coach will provide in-class coaching on effective research-based literacy strategies and classroom structures, prioritizing new teachers, teachers who are new to their grade level, and teachers who are new to the school site.<br>• Teachers will be released to observe each other and plan with Literacy Coach in order to promote alignment within grade levels around implementation of standards-aligned curriculum. | All kindergarten through fifth grade students, with a focus on the student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), SocioEconomically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities | 43,370<br>BSEP<br><br>0.25 FTE<br><br><br>District Allocation<br><br>0.75 FTE |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.2** | Professional Development and Coaching in Math<br><br>Ensure implementation of high quality mathematics instruction based on the Common Core standardsbased curriculum.<br>• A .2 FTE Math Coach/Intervention Specialist will provide math Coaching for teachers<br>• Math Coach will work with teachers and students in specific grade levels, and plan staff wide professional development coaching and intervention.<br>• Staff will administer district assessments and/or FIABs tasks three times a year and analyze data from the assessment to plan instruction, with the goal of increasing students' ability to explain their thinking and solve complex problems.<br>• Math Coach will observe and model lessons in classrooms, debrief with teachers about instructional practices, and plan lessons and structures to provide interventions in class for students performing below grade level.<br>• Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning in math. | All kindergarten through fifth grade students, with a focus on the student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), SocioEconomically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities | 29,252<br>BSEP |
| **1.3** | English Language Development Support for English Learners:<br><br>English Language Development teacher will provide designated English Language Development instruction to English Learners, using district adopted instructional materials.<br>• English Language Development teacher and trained teachers will conduct annual and initial ELPAC testing. All English Learners will be administered the ELPAC and the results will be used to guide instruction with the EL teacher. English Learners<br>• English Language Development teacher will provide designated ELD instruction and support within the classroom and through small group instruction to ELs at ELPAC scores of 3 or 4<br>• English Language Development teacher will provide designated ELD instruction with ELD teacher to ELs at ELPAC levels of 1 or 2 | English Language Learners (ELs) | 0.6<br>District Allocation |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.4** | Kindergarten IA<br><br>An IA provides general and targeted support in all K classes, collaborating with the classroom teachers to provide the small group instruction and implementation of responsive practices. | All kindergarten students, with a focus on the student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), SocioEconomically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities | 23,072<br>PTA |
| **1.5** | • Our Instructional Specialist-PE will provide recess and lunch time programming and junior coach program | All kindergarten through fifth grade students, with a focus on the student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), SocioEconomically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities | 23,569<br>PTA |
| **1.6** | Teacher hourly to support students in reading or math after school - increase when carryover funds become available | Focal students in kindergarten through fifth grade students. Subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), SocioEconomically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities and students with unfinished learning | 15000<br>BSEP Carryover<br>1116 Certificated Hourly<br>Increase as available<br><br>4000<br>BSEP Carryover<br>2116 Classified Hourly<br>increase as available<br><br>7238<br>BSEP<br><br>Indirect costs (total for BSEP) |
| **1.7** | Materials and Supplies | All students | 2500<br>BSEP |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Continue to provide literacy support as the we go through 2nd year of new curriulum - which is pivotal for interalizing practices. The literacy coach is a trainer for the ELA curriculum and will be continue to train, coach and collaborate with teachers as the refine their practices.

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

With the new coaching model, pull out intervention groups have been more limited. While direct intervention is important, ensuring strong tier 1 and tier 2 instructional practices are the best path towards consistently achieving strong outcomes for students.

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 heavy lifting will continue as the classroom teachers continue to refine and internalize practices with new curriculum. The Literacy coach will need to continue supporting the classroom teachers with implementation, tier 2 practices and data collection protocols

# 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.

**Academic Excellence & Equitable Outcomes**
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

Students who have fallen behind in core content areas need extra support to help them catch up, and to keep them engaged and successful in school. There is a need for a system to provide support to students based on academic performance and to dynamically monitor their progress over time.

## 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 |
|---|---|---|
| DIBELS | End of year DIBELS scores for K-2nd grade 21-22 were 32% (52/163) below benchmark, 21% (34/159) below benchmark in 22-23 and 19% (27/144) below benchmark in 23-24. | A reduction in the percentage of total k-2nd grade students scoring below benchmark to 5% by the end of 25-26. Establishment of a baseline year for DIBELS ORF in 3rd-5th grade. |
| STAR Reading | End of year STAR Reading for 23-24 29% (18/63) of 3rd graders, 30% (18/60) of 4th graders and 27% (17/63) of 5th graders scored below the 50% percentile | By cohort, a reduction of 5% in the percentage of students scoring below benchmark in each grade for the end of year scores in 25-26. |
| STAR Math | End of year STAR math for 23-24 36.5% (23/63) of 3rd graders, 37% (22/59)of 4th graders and 52% (34/65) of 5th graders scored below the 50% percentile | By cohort, a reduction of 5% in the percentage of students scoring below benchmark in each grade for the end of year scores in 25-26. |

## 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 Teacher on Special Assignment | All Kindergarten through 5th Grade students with a focus on the | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | 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 district curiculum. " 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.<br><br>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.<br><br>For students who need additional math support, a .2 FTE Math Intervention teacher/Coach will work in 1st—5th-grade classrooms (.2 FTE from BSEP site funds). They will provide push-in math support during the school day and coordinate ongoing coaching/support blocks for classroom teachers. There will be an increased focus on supporting in class structures to provide tier 2 support within the general education setting.<br><br>Math coach will oversee and coordinate after-school targeted interventions, including providing curriculum, pre and post assessments and real time support and guidance as needed. | 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. | |
| **2.2** | RTI Coordinater/Intervention Teacher<br><br>Coordination of Services Team<br>To effectively serve our students and families, our RTI coordinator convenes 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 weekly meetings, we analyze data, identify and monitor students needing support (academic, | 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 | .40<br>District Allocation<br><br><br><br>BSEP<br><br>0.10 FTE (centrally funded BSEP)<br><br>69,200 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | emotional, behavioral), monitor the students progress and look for ways to deepen connections with families.<br><br>RTI Coordinater/Intervention Teacher - direct services<br>For students who need additional academic support, K—5th-grade classrooms. They will provide push-in math or reading support during the school day and coordinate ongoing coaching/support blocks for classroom teachers. There will be an increased focus on supporting in class structures to provide tier 2 support within the general education setting. The groupings and support will be based on both teacher reccomendations and all available assessment and screening data. | Students, Hispanic or Latino Students, and Students with Disabilities. | BSEP<br><br>0.5 FTE |
| **2.3** | Kindergarten IA<br><br>An IA provides general support in all K classes, collaborating with the classroom teachers to provide needed support, small group instruction and targeted academic interventions. | All Kindergartens 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. | PTA<br>2102 Classified Monthly<br>0.35 FTE |
| **2.4** | Extended Day Intervention<br><br>-Teacher hourly to run small group intervention after traditional school day with focus on math and/or ELA | 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. | 2500<br>BSEP<br><br><br>3000<br>PTA |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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 & RTI coaches will work with teachers to develop common assessments and improve conisistent tier 1 approaches and tier 2 responses to students in need of additional support. Small group instruction will be provided as time allows, and will be based on assessment and screener data.

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 .40 FTE; however, the FTE is being reduced by .2 due to reduction of  funding. Some of the math specific responsisbilities will now be shared with RTI coordinator explicitly

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.

Strategies are shifting from primarily pull out services to more coaching and integrated/push-in strategies. All providers will work to improve tier 1 & tier 2 approaches to minimize need for tier 3 pull out.

# 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.

**Wellness & Belonging**
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

## 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.

Students and families need to feel welcome at school. Meaningful opportunities for parent participation in their child's education is linked to increased positive student behaviors and academic performance. Clear structures to foster socioemotional learning, positive behavior and the inclusion of all cultures present at school are all important components of making sure all students have access to education

## 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 |
|---|---|---|
| Attendance Records | Number of students with absenteeism of 10% or more absences for 2024-2025 school year | Reduction in the number of students with 10% or more absences for 20252026 school year |
| PBIS practices | Number of office referrals, "uh-ohs" | Reduction in the number of office referrals for the 25-26 school year |
| Parent participation | Number of parents attending school events | Maintain participation in student performance, increase number of parents participating in one or more academically focused parent workshop |

## 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<br>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.<br><br>We will continue to work to diversify membership | All Kindergarten through fifth-grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):<br>English Language Learners (EL) | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | on the SSC and the PTA board by actively recruiting diverse candidates. We will provide childcare and translation for all meetings as needed.<br><br>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.<br><br>Parent/Guardian Education<br>Thousand Oaks will provide parent forums and educational events on topics identified as critical by diverse parent/ guardian groups, including:<br>• Workshops and meetings for English Language Learner families, such as understanding the ELPAC test.<br>• Counseling workshops/ positive parenting workshops.<br>• 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)<br><br>School-wide Community Events<br>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.<br>• All school communications, such as newsletters, informational letters, and other correspondence, will continue to be translated into Spanish.<br>• Translation will be provided for school events.<br>• 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) | Socio-Economically Disadvantaged Students Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | 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) | | |
| **3.2** | Site Coordinator for Family Engagement & Equity<br>Our Site Coordinator for Family Engagement & Equity will support the families of students who are struggling with attendance, behavior, and academics by:<br>• Identify ways to involve parents/guardians further in supporting students academically.<br>• Providing support for parent/family needs<br>• Providing training to assist parents/guardians in providing academic support for their children in Math and Literacy.<br>• Assisting parents in understanding and accessing school service support systems (support staff, SST process).<br>• Assisting parents in accessing community-based support organizations (Ex: counseling, school-linked health services) | All Kindergarten through fifth-grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):<br>English Language Learners (EL)<br>Socio-Economically Disadvantaged Students<br>Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities | District Allocation<br><br>OFFEE is currently on site 50% of the week |
| **3.3** | English Language Development Support for English Learners:<br><br>English Language Development teacher will provide designated English Language Development instruction to English Learners, using district adopted instructional materials.<br>• English Language Development teacher and trained teachers will conduct annual and initial ELPAC testing. All English Learners will be administered the ELPAC and the results will be used to guide instruction with the EL teacher.<br><br>• English Language Development teacher will provide designated ELD instruction and support within the classroom and through small group instruction to ELs at ELPAC scores of 3 or 4<br>• English Language Development teacher will provide designated ELD instruction with ELD teacher to ELs at ELPAC levels of 1 or 2 | English Learners | District Allocation<br><br>0.6 FTE |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.4** | Behavioral Health supports<br><br>A part-time counselor will provide a variety of behavioral health supports, including:<br>• Individual therapeutic check-ins<br>• Group therapy and social skills groups<br>• Consultation with teachers and whole-class lessons on bullying, conflict resolution, and<br>other social-emotional topics<br>• Tier Two behavioral interventions like Check-In/Check-Out<br>• Restorative Justice practices | All Kindergarten through fifth-grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):<br>English Language Learners (EL)<br>Socio-Economically Disadvantaged Students<br>Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities | District Allocation<br>5800 Contracted Services (inc software subscriptions<br>0.4 FTE from district allocation<br><br>15000<br>PTA |
| **3.5** | School and classroom materials and supplies for instruction and enrichment.<br>The school will purchase all necessary materials and supplies as needed for academic and enrichment programs throughout the year. | All Kindergarten through fifth-grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):<br>English Language Learners (EL)<br>Socio-Economically Disadvantaged Students<br>Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities | 15000<br>BSEP Carryover |
| **3.6** | • Instructional Specialist -Athletics<br>will provide recess and lunch time programming and junior coach program for structured, safe and engaging activities during less structured times. | All Kindergarten through fifth-grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):<br>English Language Learners (EL)<br>Socio-Economically Disadvantaged Students<br>Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities | |
| **3.7** | ARTS & DANCE<br>The schools Visual and Performing Arts program will promote family engagement, inclusion, and social emotional development. Arts program will represent and value the diverse cultural backgrounds of students at the school. Arts program will provide access to standards-based curriculum though arts integration.<br><br>*Instructional Specialist - Dance | All Kindergarten through fifth-grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):<br>English Language Learners (EL) | 38,240<br>Other<br><br>Prop 28<br><br>14000<br>Other<br>5800 Contracted Services (inc software subscriptions<br>Arts Anchor allocation |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | All students will have the opportunity to learn healthy fitness habits through an integrated physical education program that includes weekly dance class during PE time.<br><br>*Visual Arts<br><br>All teachers will collaborate with a teaching artist to provide visual and performing arts instruction that is integrated with and supports core academic content. | Socio-Economically Disadvantaged Students Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities | 2294<br>Other<br><br>Prop 28 - unallocated reserve |
| **3.8** | PhotoJournalism/newspaper club<br>• Student written and produced monthly publication feauring school news, creative writing, student taken pictures, student art and more<br><br>• Credentialed staff supports club that meets 1-2 per month after school. | Open to all 4th & 5th grade students | 4000<br>PTA<br>1116 Certificated Hourly |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Parent participation in school events (assemblies, special events, performances) is robust. Participation on decision making bodies (PTA, SSC, ELAC) is less robust. The addition of 2x weekly whole school meetings to promote PBIS, school culture and inclusiviity has been a positive shift, as has expanded parent ed oppoertunties

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

Dance position was filled during 25-26sy, improving students sense of belonging. Newspaper/photojournalism club had positive first year, expanding student voice and agency.

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 measurable outcomes have been updated to quantify outcomes with more targeted data points (attendance and behavioral). Reconfiguration of Instructional specialist atheletics role to provide more whole school support vs. targeted classes with goal of reducing "uh-ohs" - which is linked to metric for goal 3.

# 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.

**Partnership & Engagement**
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

Site staff will review and monitor the Site Plan for Student Achievement. The SPSA is the school's road map for the school year.

## 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 |
|---|---|---|
| Participation in parent events and performances | | Increase number of parents/families attending |
| Increase number of parents on site committees (ELAC, PTA, SSC) | Only 10% of parents routinely participate | Increase by 5% |
| 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** | English Language Development<br>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.<br><br>Elements of our ELD program:<br>• Implement ELD services as outlined by district and state guidelines<br>• Implement a data-driven system (Ellevation to monitor every EL student's English progress to ensure that each | All Kindergarten through 5th Grade English Language Learners | 0.6<br>District Allocation |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | 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.<br>• Participate in-district professional development and provide site-level training to teachers and staff to ensure that all EL students receive required ELD content.<br>• Use ELD curriculum and materials and supplementary materials based on student needs.<br>• Hold parent/guardian workshops on understanding the ELPAC and the ELD program at Thousand Oaks.<br>• Devote staff/collaboration time to analyzing ELPAC levels and planning ELD instruction<br>• Devote staff/collaboration time to strengthen instructional strategies for teaching ELs across the curriculum.<br>• Purchase supplemental ELD materials as needed. | | |
| **4.2** | School Services Assistant<br><br>Enhance front office staffing to ensure that all students, families and staff have timely support and communication.<br>Increase both universal and targeted outreach to improve family engagement in events, performances and site meetings. | All | 0.2<br>PTA |
| **4.3** | Site School Plan for Student Achievement (SPSA) Evaluation:<br><br>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.<br><br>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.<br><br>On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data. | All | |
| **4.4** | ARTS & DANCE<br><br>The schools Visual and Performing Arts program will promote family engagement, inclusion, and social emotional development. Arts program will represent and value the diverse cultural backgrounds of students at the school. Arts program will provide access to standards-based curriculum though arts integration. | All | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | *Instructional Specialist - Dance<br>All students will have the opportunity to learn healthy fitness habits through an integrated physical education program that includes weekly dance class during PE time.<br><br>*Visual Arts<br>All teachers will collaborate with a teaching artist to provide visual and performing arts instruction that is integrated with and supports core academic content. | | |
| **4.5** | Program Evaluation Support:<br><br>On-going meetings with Leadership Team to review data.<br><br>Utilize Educlimber to track and monitor student progress.<br><br>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions. | All | |
| **4.6** | System of Local Assessments:<br><br>Complete district assessments within the assessment window.<br><br>Utilize benchmark and program monitoring data to assess student need for interventions.<br><br>Share student assessment data through family communications. | All | |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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 2025-2026 SPSA.

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

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.

Re-instituting second office staff to support communication and outreach

# 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.

## 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.

## 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 |
|---|---|---|
| | | |

## 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** | | All | |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

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

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.

# 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 | $311,236.80 |
| 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 ($) |
|---|---|
| BSEP | $154,060.00 |
| BSEP Carryover | $34,000.00 |
| District Allocation | $1.60 |
| Other | $54,534.00 |
| PTA | $68,641.20 |

Subtotal of state or local funds included for this school: $311,236.80

Total of federal, state, and/or local funds for this school: $311,236.80

# 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 |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| BSEP | 154,060.00 |
| BSEP Carryover | 34,000.00 |
| District Allocation | 1.60 |
| Other | 54,534.00 |
| PTA | 68,641.20 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 271,736.20 |
| 1116 Certificated Hourly | 19,000.00 |
| 2116 Classified Hourly | 4,000.00 |
| 5800 Contracted Services (inc software subscriptions | 14,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | BSEP | 154,060.00 |
| | BSEP Carryover | 15,000.00 |
| 1116 Certificated Hourly | BSEP Carryover | 15,000.00 |
| 2116 Classified Hourly | BSEP Carryover | 4,000.00 |
| | District Allocation | 1.60 |
| | Other | 40,534.00 |
| 5800 Contracted Services (inc software subscriptions | Other | 14,000.00 |
| | PTA | 64,641.20 |
| 1116 Certificated Hourly | PTA | 4,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
| --- | --- |
| Goal 1 | 148,001.60 |
| Goal 2 | 74,700.40 |
| Goal 3 | 88,534.00 |
| Goal 4 | 0.80 |

# 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

4 Parent or Community Members

| Name of Members | Role |
|---|---|
| Ben Chess | Parent or Community Member |
| Jessica Reich | Other School Staff |
| Katy Reese | Parent or Community Member |
| Tom Mysz | Parent or Community Member |
| Michelle Yglecias | Classroom Teacher |
| Amanda Scott | Classroom Teacher |
| Teagan Fish | Classroom Teacher |
| Moni Gangopadhyay | Parent or Community Member |
| Jack Halperin (alternate) | Parent or Community Member |
| Gabriel Fredman | Principal |
| Megan AbramsonWard (alternate) | Classroom Teacher |

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 May 18, 2026.

Attested:

Principal, Gabriel Fredman on 5/18/2026

SSC Chairperson, Teagan Fish on 5/18/2026

Kathy Fleming
Director of Local Resources

Kathy Fleming — Signature — 6-9-26 — Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk — Signature — 6/10/26 — Date

## SITE BUDGET SUMMARY 2026-27

| Thousand Oaks (120) May 11, 2026 | Goals/ Strategies | Obj Code | BSEP Site Funds Resource 0852 | | Title I Resource 3010 | | Prop 28 Resource 6770 | | LCAP Resource 0500 | | PTA Resource 9110 (DDF 906) | | Centrally - Funded BSEP | | | Other Resources | | | Sum of FTE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget Item** | | | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **BGT** | **FTE** | **RES.** | **BGT** | **FTE** | **RES.** | **BGT** | **FTE** | |
| Lit Coach | 1/1 | 1102 | 43,370 | 0.25 | | | | | | | | | 0863/0741 | | 0.75 | | | | 1.00 |
| RTI Intervention Teacher | 2/2 | 1102 | 69,200 | 0.50 | 0 | 0.00 | | | | 0.40 | 0 | 0.00 | 0863-017 | | 0.10 | | | | 1.00 |
| ELD Teacher | | 1102 | | | | | | | | 0.60 | | | | | | | | | 0.60 |
| Math Intervention TSA/Coach | 1/2 | 1102 | 29,252 | 0.20 | | | | | | | | | | | | | | | 0.20 |
| School Service Assistant | | 2102 | | | | | | | | | 13,184 | 0.20 | | | | SCA | | 0.23 | 0.43 |
| Kinder IA | 1/4 | 2102 | | | | | | | | | 23,072 | 0.35 | | | | | | | 0.35 |
| PE Instructional Specialist | 1/5 | 2182 | | | | | | | | | 23,569 | 0.27 | | | | 6010/SCA | | 0.50 | 0.77 |
| Extended Day Intervention | 2/4 | 1116 | 2,500 | | | | | | | | 3,000 | | | | | Title IV | | | |
| Teacher Hourly - Photojournalism Club | 3/8 | 1116 | | | | | | | | | 4,000 | | | | | | | | |
| IS Dance | 3/7 | 2182 | | | | | 38,240 | 0.50 | | | | | | | | | | | |
| Art Contract | 3/7 | 5800 | | | | | | | | | | | 0853 | 14,000 | | | | | |
| Music Contract | 3/8 | 5800 | | | | | 6,000 | | | | | | | | | | | | |
| Mental Health Contract (BACR) | 3/4 | 5800 | | | | | | | | | 15,000 | | | | | District | equal to 1.0 | | |
| Materials and Supplies | 1/7 | 4300 | 2,500 | | | | 500 | | | | | | | | | 0000 GF | | | |
| Software - Math (IXL) | | 5800 | | | | | | | | | 2,500 | | | | | | | | |
| Staff Professional Development | | | | | | | | | | | 2,000 | | | | | | | | |
| **Unallocated Reserve** | 1/7, 3/7 | 4380 | 8,509 | | 0 | | 2,294 | | | | 3,590 | | | | | | | | |
| **Indirect Cost (0852 only)** | 1/6 | 7340 | 7,238 | | | | | | | | | | | | | | | | |
| **Total Expenditures** | | | 162,570 | 0.95 | 0 | 0.00 | 47,034 | 0.50 | | 1.00 | 89,915 | | | | 0.85 | | 0 | 0.73 | |
| **Revenue Allocation** | | | **162,900** | | **0** | | **49,782** | | | | **90,000** | | | | | | | | |
| | | | 330 | | 0 | | 2,748 | | | | 85 | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| **BSEP Site Fund Carryover Priorities:** | | | | | | | | | | | | | | | | | | | |
| Available BSEP site fund carryover: TBD Fall 2026 | | | | | | | | | | | | | | | | | | | |
| Teacher Hourly | 1/6 | 1116 | 15,000 | | | | | | | | | | | | | | | | |
| Classified Hourly | 1/6 | 2116 | 4,000 | | | | | | | | | | | | | | | | |
| Materials & Supplies | 3/5 | 4300 | 15,000 | | | | | | | | | | | | | | | | |
| Indirect Cost | | 7340 | 1,584 | | | | | | | | | | | | | | | | |
| Total BSEP Site Fund Carryover Priorities: | | | 35584 | | | | | | | | | | | | | | | | |