Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school worked closely with the SSC members. The SSC reviewed and updated the SPSA. In addition, the information was shared with the ELAC president and committee members.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten			

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	61		0	59		0	59				

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students	
# of Students Enrolled	

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

Written Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
20-21					

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold

Conclusions based on this data:

School and Student Performance Data

School and Student Performance Data

Academic Performance
English Language Arts

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

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

School and Student Performance Data

Academic Performance
Mathematics

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
VeryLow
32.4 making progress towards English language proficiency
Number of EL Students: 34 Students
Performance Level: 1

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

2022 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. We will need to continue to focus on restructuring our current ELD designated instructional block to support all learners.
2. We will need to continue to align best teaching practices/strategies to support designated and integrated ELD instruction.

School and Student Performance Data

Academic Performance
College/Career Report

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

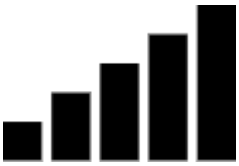
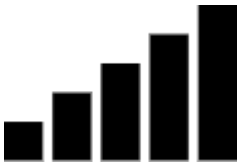
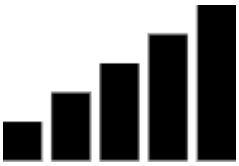
This section provides number of student groups in each level.

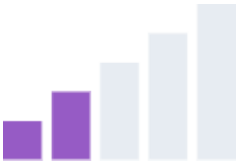
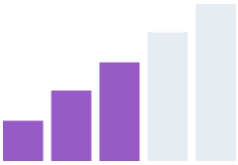
2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	1	1	0	0

This section provides information about 41 ÞDC m 0 0u m 0 ides 1t ÞDC m 08 l 0.25 18 l h W n 1 0 0 -1 -470.9499879 432.617

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	 No Performance Level	 No Performance Level	 No Performance Level
36.7% Chronically Absent	Less than 11 Students	43.5% Chronically Absent	Less than 11 Students
30 Students	1 Student	23 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Very High	 High		 Medium
25% Chronically Absent	15.7% Chronically Absent		9.2% Chronically Absent
104 Students	51 Students		141 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Goals, Strategies, & Proposed Expenditures

Funding Source BSEP
Cost $38,608

Teachers will implement readers and writers workshops using the units developed by Teacher's College Reading and Writing Project (TCRWP), guided reading, explicit instruction in the narrative, information, and opinion writing content and mechanics, Fast Track Phonics, and tailored spelling lessons. Teachers will use district assessments for reading, writing, and spelling to inform instruction and identify students who may need additional support from teacher-led small group instruction and the RTI team. The K-2 teachers will include explicit Tier I and II instruction in phonemic awareness (segmentation, blending, isolation, substitution, and syllabication).

Proposed Expenditure(s) Personnel Variance
Funding Source BSEP
Cost $3,743

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

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

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

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

lessons in classrooms. In addition, she will work with individual teachers and grade-level teams to plan instruction, facilitate reflection on student work, and support collaboration. She will also provide direct service to struggling readers who need academic interventions.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Identified Need

Increase Academic Performance

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Math
Thousand Oaks teachers and staff ensure the implementation of a high-quality mathematics program using district-adopted programs and practices, including A Story of Units. Common Core Standards are being implemented to inform math instruction. A Math Intervention Teacher/Coach will be on-site to lead math instruction. The Math Intervention teacher/Coach will support all teachers from K-5th in effectively implementing "A Story of Units." In addition, the Math Intervention teacher/Coach will participate in ongoing training provided by the district. Trimester district math assessments help us monitor student progress. We aim to increase the use of evaluations to backward plan, scaffold, and differentiate instruction based on identified student needs.

All teachers and relevant support staff will participate in the district- and site-sponsored professional development in mathematics and the Common Core. In addition, all necessary materials and mathematics manipulatives not provided by the district will be purchased as needed.

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

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

Amount(s)	Source(s)
53,465	BSEP

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

Identified Need

Increase the percentage of students and families of color who report feeling welcomed and valued as partners in their child's education. The percentage of families reporting connectedness to the school and access to school resources will be at least 70%. Recruit and retain certificated employees of color. Increase the percentage of participants of color serving on the SSC so that the representatives on this committee mirror the demographics of our student population. The percentage of contacts with families of applicable pupil subgroups will increase by 5% annually. The data will be pulled from the district's LCAP survey.

Annual Measurable Outcomes

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

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

School and classroom materials and supplies for instruction and enrichment.
The school will purchase all necessary materials and supplies as needed for academic and enrichment programs throughout the year.
Object Code/Item
4300 Materials and Supplies
Funding Sources BSEP Carryover
Cost $6,000 from BSEP Carryover

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

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

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

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meetes to meetes to meea -0.12r0.1c0 l 533.65 impact for our families who need to femeetes to meetes to meea -0.12r0.1c0 l 533.60 -1 39.0250001 e118.0815 .0250001 6(ditures to impleme)-1(nt)1(the)-1( )1(strateg)-1(ies/activities to meetes to mee

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

English Language Development
Our LCAP-funded ELD teacher will teach ELD classes, coordinate our school-wide systems for assessing and teaching ELD and deliver interventions to ELs who need additional support in English reading or writing or the academic language embedded in our mathematics program.

Object Code/Item
1102 Certificated Monthly

Proposed Expenditure(s)
.70 FTE ELD Teacher (LCAP)
Funding Source District Allocation

Elements of our ELD program:

- Ensure every English Learner receives a minimum of 150 minutes/week of systematic ELD at the appropriate ELPAC level using the district-adopted program (Systematic ELD units).

- Implement a data-driven system (Ellevation to monitor every EL student's English progress to ensure that each student gains at least one ELPAC level per year. Use the ELPAC assessment to monitor the progress of ELs to target ELD instruction at the appropriate level.
- Participate in-district professional development and provide site-level training to teachers and staff to ensure that all EL students receive required ELD content.
- Use ELD curriculum and materials and supplementary materials based on student needs.
- Hold parent/guardian workshops on understanding the ELPAC and the ELD program at Thousand Oaks.
- Devote staff/collaboration time to analyzing ELPAC levels and planning ELD instruction
- Devote staff/collaboration time to strengthen instructional strategies for teaching ELs across the curriculum.
- Purchase supplemental ELD materials as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This year we have observed an increase in absenteeism. The school has collaborated with the

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$236,769.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
BSEP	$131,034.00
BSEP Carryover	$30,000.00

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

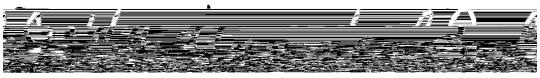
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

Attested:

Principal, Jacqueline Parker on 5/5/2023

SSC Chairperson, Emma Spertus on 5/5/23



5/25/23