School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thousand Oaks High School	56 73759 5637004	9/17/2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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

EC Section 64001 requires the development of the SPSA to include the following:

? A comprehensive needs assessment (pursuant to ESSA)
? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
? May include local data
? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress
towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.
88% of parents saying their children enjoy coming to school
92% of parents report that the school creates a positive environment for learning
87% of parents report indicating that they are informed of their students' academic progress.
88% of parents report feeling comfortable on campus and participating in school events
87% of parents report that students' differences were treated with respect.
96% of students feel their teachers care about them
96% of elementary students said they knew who to go to at school if they have a problem;
64% of middle school students and 67% of high school students feel comfortable going to a counselor
89% of middle school students and 84% of high school students report that a counselor is available when needed.
94% of certificated staff know what to look for in students experiencing depression.
92% of certificated staff feel confident that they can meet their students' learning needs.
87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
81% of certificated staff feel students are engaged and motivated
98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators

also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CVUSD students in grades 6-8 took a local assessment in language arts and math during the Spring semester. Students in grade 11 had the opportunity to take the CAASPP summative assessments in both language arts and math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CVUSD will begin utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA and upcoming WASC self-study.

Teachers will continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student's current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites using inclusive and supportive practices with students and families.
Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Guided Studies classes are provided at the middle school level to support students in ELA and Math.   At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for "overall" student performance but also by the achievement of all student groups Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD's LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underforming student before, during, or after-school.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC's, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Thousand Oaks High School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of TOHS's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. TOHS parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical Funds in CVUSD:

* EIA funds are used to provide additional support and technology in the classroom.
* EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
* LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, and EE. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder 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

Thousand Oaks High School prides itself on the inclusive process that it uses in order to review progress on last year's SPSA goals as well as to develop SPSA goals for the current year. In addition to including all duly elected members of the School Site Council (6 parents, 8 students, 8 teachers, 1 counselor and 3 administrators), the group also included the school's representatives from PTSA, DAC, DELAC, GATE DAC, and SEDAC. Throughout the 2020-2021 school year as well as in August, 2021, the TOHS Site Council met monthly in order to spend time assessing the academic and social-emotional effects that CVUSD's and TOHS's pandemic-related modifications were having on students, especially on targeted populations such as students with disabilities (SWDs) and English Learners (ELs). The TOHS Site Council met on Friday, September 3rd for the entire school day in order to review progress toward previous goals, review data and construct new goals for the 21-22 school year. Additionally, the TOHS Site Council reviewed the elements of SMART goal design. The 21-22 SPSA Goals will be presented to the faculty in early October.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.53%	0.34%	0.3%	11	7	6
African American	1%	1.03%	1.0%	21	21	21
Asian	5.02%	5.88%	5.2%	105	120	104
Filipino	1.39%	1.47%	1.4%	29	30	28
Hispanic/Latino	30.8%	31.1%	33.2%	644	635	671
Pacific Islander	0.24%	0.39%	0.4%	5	8	7
White	56.1%	54.11%	53.2%	1,173	1,105	1,073
Two or More Responses	4.93%	5.68%	5.4%	103	116	109
Not Reported	%	0%	%		0	
			Total Enrollment	2,091	2,042	2,019

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	564	529	465
Grade 10	551	536	523
Grade 11	448	529	519
Grade 12	528	448	512
Total Enrollment	2,091	2,042	2,019

Conclusions based on this data:

1. Residential population continues to decline.

2. The incoming 9th grade class in the fall of 2020 was abnormally small: 465 students.

3. From 18-19 to 20-21, there was an approximately 3% increase in our Hispanic/Latino population, and a 3% decrease in our White population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	63	83	92	3.0%	4.1%	4.6%
Fluent English Proficient (FEP)	426	419	430	20.4%	20.5%	21.3%
Reclassified Fluent English Proficient (RFEP)	10	5	11	15.4%	7.9%	13.3%

Conclusions based on this data:

1. The number of students in all three categories continues to trend up. Since 2018-2019, there has been a 33% increase in English Learner population

2. The ELPAC was not administered in the spring of 2020 due to the Covid-19 outbreak and the resulting district-wide move to emergency distance learning.

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	443			415			415			93.7		
All	443			415			415			93.7		

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

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2635.			38.80			31.33			18.31			11.57		
All Grades	N/A	N/A	N/A	38.80			31.33			18.31			11.57		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	44.10			40.72			15.18		
All Grades	44.10			40.72			15.18		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	43.13			43.86			13.01		
All Grades	43.13			43.86			13.01		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	31.33			60.24			8.43		
All Grades	31.33			60.24			8.43		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	44.10			42.17			13.73		
All Grades	44.10			42.17			13.73		

Conclusions based on this data:

1. Thousand Oaks High School saw a healthy bounce in their 18-19 CAASPP Schoolwide Data in English/Language Arts (increasing 53.1 points above standard per the California School Dashboard website).

2. Due to the Covid-19 outbreak, the CAASPP assessments were not administered in the spring on 2020.

3. Results from the 2021 CAASPP assessments were not available at the time the 21-22 SPSA was written.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	444			418			418			94.1		
All	444			418			418			94.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2613.			24.40			22.25			24.40			28.95		
All Grades	N/A	N/A	N/A	24.40			22.25			24.40			28.95		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	34.21			30.14			35.65		
All Grades	34.21			30.14			35.65		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	26.56			45.22			28.23		
All Grades	26.56			45.22			28.23		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	27.03			50.48			22.49		
All Grades	27.03			50.48			22.49		

Conclusions based on this data:

1. Thousand Oaks High School saw a healthy bounce in their 18-19 CAASPP Schoolwide Data in Math (increasing 16.8 points above standard per the California School Dashboard website).

2. Due to the Covid-19 outbreak, the CAASPP was not administered in the spring on 2020.

3. Results from the 2021 CAASPP assessments were not available at the time the 21-22 SPSA was written.

School and Student Performance Data

ELPAC Results

<table>
<tr><td colspan="5">2017-18 Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><th>Grade Level</th><th>Overall</th><th>Oral Language</th><th>Written Language</th><th>Number of Students Tested</th></tr>
<tr><td>Grade 9</td><td>1527.3</td><td>1525.3</td><td>1528.6</td><td>14</td></tr>
<tr><td>Grade 10</td><td>1522.3</td><td>1510.9</td><td>1533.0</td><td>20</td></tr>
<tr><td>Grade 11</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Grade 12</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td>49</td></tr>
</table>

<table>
<tr><td colspan="10">Overall Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2">Level 4</th><th colspan="2">Level 3</th><th colspan="2">Level 2</th><th colspan="2">Level 1</th><th rowspan="2">Total Number of Students</th></tr>
<tr><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr>
<tr><td>Grade 9</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>14</td></tr>
<tr><td>Grade 10</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>20</td></tr>
<tr><td>Grade 11</td><td>*</td><td>*</td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Grade 12</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>*</td></tr>
<tr><td>All Grades</td><td>12</td><td>24.49</td><td>14</td><td>28.57</td><td>*</td><td>*</td><td>16</td><td>32.65</td><td>49</td></tr>
</table>

<table>
<tr><td colspan="10">Oral Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2">Level 4</th><th colspan="2">Level 3</th><th colspan="2">Level 2</th><th colspan="2">Level 1</th><th rowspan="2">Total Number of Students</th></tr>
<tr><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr>
<tr><td>Grade 9</td><td>*</td><td>*</td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>14</td></tr>
<tr><td>Grade 10</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>20</td></tr>
<tr><td>Grade 11</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Grade 12</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td></td><td></td><td>*</td></tr>
<tr><td>All Grades</td><td>23</td><td>46.94</td><td>*</td><td>*</td><td>*</td><td>*</td><td>13</td><td>26.53</td><td>49</td></tr>
</table>

<table>
<tr><td colspan="10">Written Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="2">Level 4</th><th colspan="2">Level 3</th><th colspan="2">Level 2</th><th colspan="2">Level 1</th><th rowspan="2">Total Number of Students</th></tr>
<tr><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr>
<tr><td>Grade 9</td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>14</td></tr>
<tr><td>Grade 10</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>20</td></tr>
<tr><td>Grade 11</td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Grade 12</td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>*</td></tr>
<tr><td>All Grades</td><td>*</td><td>*</td><td>12</td><td>24.49</td><td>14</td><td>28.57</td><td>21</td><td>42.86</td><td>49</td></tr>
</table>

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	*	*	*	*	14
Grade 10	*	*	*	*	*	*	20
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	16	32.65	19	38.78	14	28.57	49

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	*	*	*	*	14
Grade 10	*	*	*	*	*	*	20
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	25	51.02	11	22.45	13	26.53	49

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9			*	*	*	*	14
Grade 10	*	*	*	*	12	60.00	20
Grade 11			*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades	*	*	22	44.90	25	51.02	49

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	*	*	*	*	14
Grade 10	*	*	12	60.00	*	*	20
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	*	*	31	63.27	12	24.49	49

Conclusions based on this data:

1. While written language scores went up, oral language skills went down. More time needs to be spent honing oral skills during the 10th grade year.

2. The ELPAC was not administered in the spring of 2020 due to the Covid-19 outbreak.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,042	**26.5**	**4.1**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	4.1
Foster Youth	3	0.1
Homeless	23	1.1
Socioeconomically Disadvantaged	542	26.5
Students with Disabilities	262	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.0
American Indian	7	0.3
Asian	120	5.9
Filipino	30	1.5
Hispanic	635	31.1
Two or More Races	116	5.7
Pacific Islander	8	0.4
White	1,105	54.1

Conclusions based on this data:

1. White population is in a slight downward trend (down to 54.1%), Hispanic population is in a slight upward trend (up 4% to 31.2% in 2 years). SWD and ELs are both holding steady. LRE numbers are slowly going up: total number of IEPs: 262; LRE: ~40%

2. Number of Hispanic Students with an IEP is becoming disproportionate. In our current 9th and 10th grade, the number of Hispanics with an IEPis 36, compared to 337 overall. The number of White Students with an IEP is 41, compared to 602 overall

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
College/Career Orange		

Conclusions based on this data:

1. All indicators improved (except our College and Carer Indicator), suggesting that the testing data that was collected in 2017-2018 was an anomaly.

2. Our College and Career data decreased significantly (~16% in a year) in 2019. The testing anomaly in 2017-2018 was the primary reason, although we continue to struggle improving our A-G requirement compliance.

3. The healthy bounce we saw in our Spring, 2019 CAASPP data will definitely help.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
53.1 points above standard	96 points below standard	0 Students
Increased Significantly ++44.4 points	Increased ++6 points	
410	23	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	20.2 points below standard	79.8 points below standard
	Increased Significantly ++33.3 points	Increased Significantly ++37.5 points
3	107	43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	89.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3	3	Increased Significantly ++51.2 points 33	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
3.1 points above standard	95 points above standard	Less than 11 Students - Data Not Displayed for Privacy	71.4 points above standard
Increased Significantly ++51.7 points 125	Increased Significantly ++43.5 points 24	2	Increased Significantly ++44.1 points 217

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
134.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	69.3 points above standard
14	9	Increased Significantly ++50.9 points 310

Conclusions based on this data:

1. In 2019, every subgroup saw improved performance.   The all school numbers saw a massive increase.

2. Our Hispanic students, in particular, stood out as a subgroup that saw large increases.

3. While they saw a slight increase from the previous year's performance, our English Leaners continue to underperform.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
12.2 points below standard	155.5 points below standard	
Increased Significantly ++16.8 points	Declined -10 points	
408	23	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	100.5 points below standard	166.6 points below standard
	Maintained -1.2 points	Increased ++6.8 points
4	106	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	66.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3	3	Increased ++7 points	3
		33	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
81 points below standard	43.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	9.2 points above standard
Increased Significantly ++20.5 points	Increased Significantly ++69.2 points	2	Increased Significantly ++15.6 points
125	23		216

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	4.2 points above standard
14	9	Increased Significantly ++21.1 points
		304

**Conclusions based on this data:**

1. While the all-school data demonstrates a solid improvement from the previous year, the overall performance is still below standard.

2. English Learners continue to underperform their peers and saw a decline in performance from the previous year.

3. Students with Disabilities improved their performance, yet continue to underperform when compared to other groups

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.8 making progress towards English language proficiency
Number of EL Students: 52
Performance Level: Low
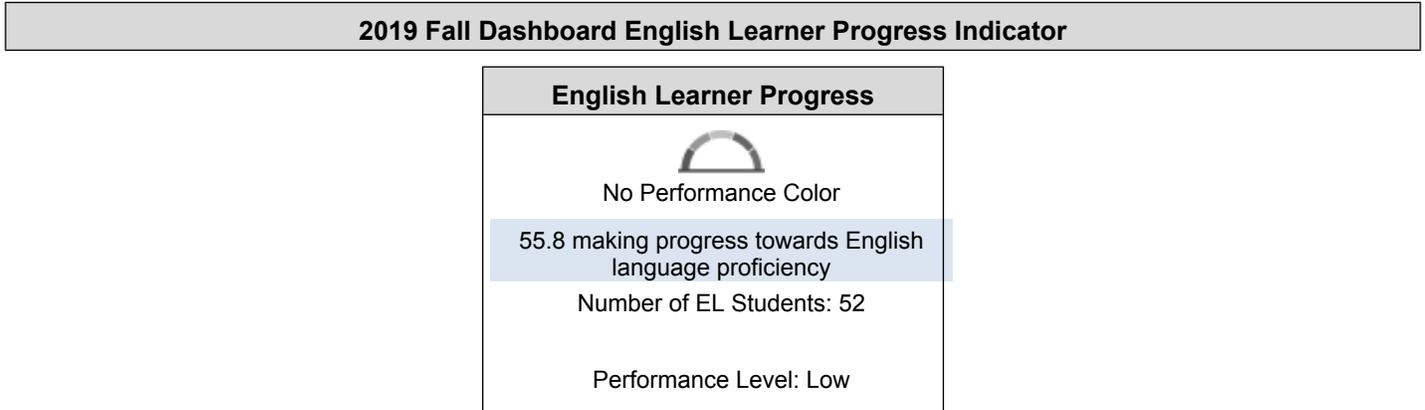
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
9.6	34.6	5.7	

Conclusions based on this data:

1. 55.8% of our English Learners were making progress during this time frame. According to the California Dashboard website, that represents a high level of progress.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0
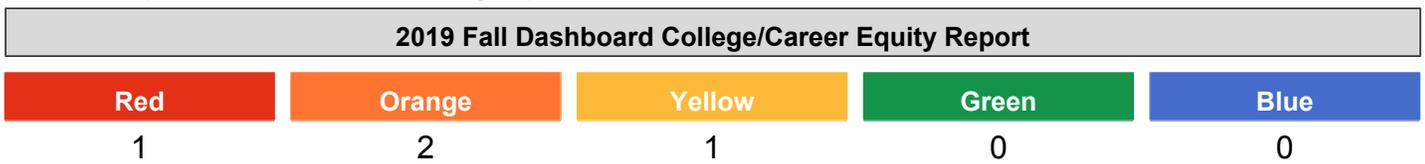
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
49.4	6.9	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.6	Increased +6.9	1
528	29	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Yellow
Less than 11 Students - Data Not Displayed for Privacy	27.7	10.3
7	Declined Significantly -16.7	Increased +2.7
	166	68

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	68.4	Less than 11 Students - Data Not Displayed for Privacy
5	4	Declined Significantly -20.2 19	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
21.9	50	Less than 11 Students - Data Not Displayed for Privacy	60.3
Declined -27.1 146	Declined Significantly -33.3 14	1	Declined Significantly -10.3 330

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	66 **Prepared**	49.4 **Prepared**
Approaching Prepared	9.5 **Approaching Prepared**	22.2 **Approaching Prepared**
Not Prepared	24.5 **Not Prepared**	28.4 **Not Prepared**

Conclusions based on this data:

1. Performance data indicates a significant decline in the data. We believe the decline is a direct result of the school's anomalous CAASPP performance in 2018.

2. English Learners and Students with Disabilities both improved, albeit slightly.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
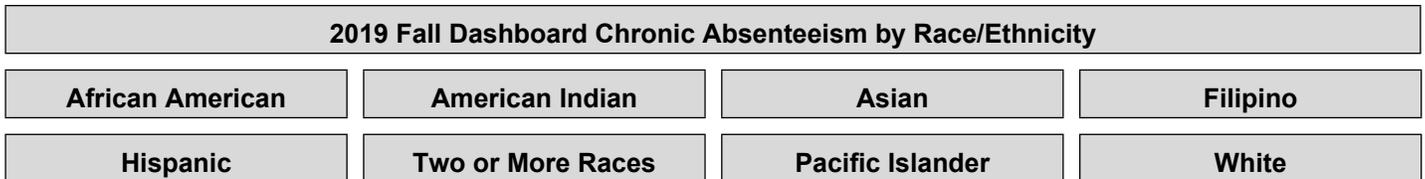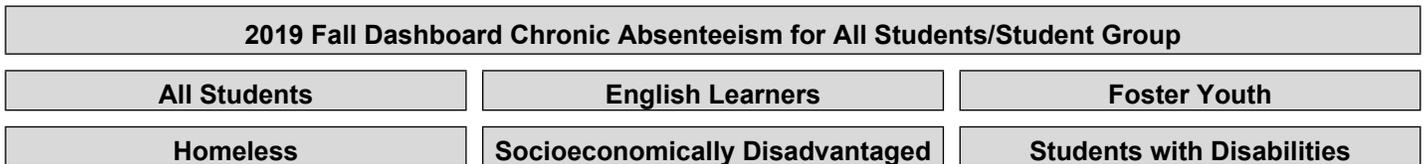
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Highest Performance

Red   Orange   Yellow   Green   Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	2
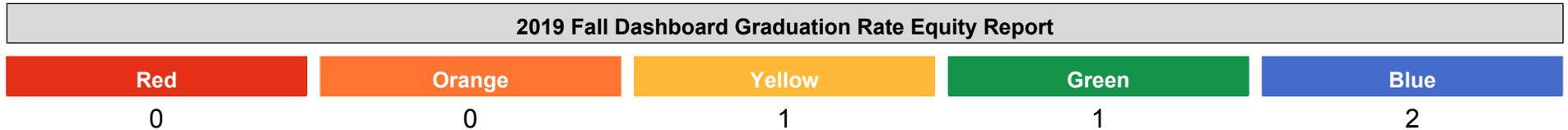
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
97.4	79.3	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.7	Declined -4	1
533	29	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	95.3	94.4
8	Increased +2	Increased +5.1
	170	72
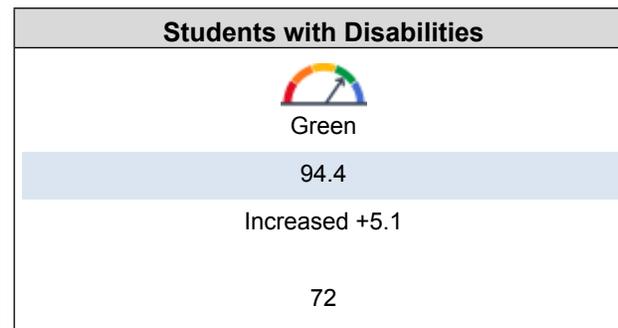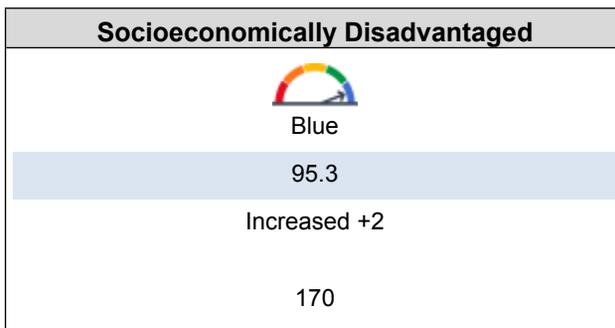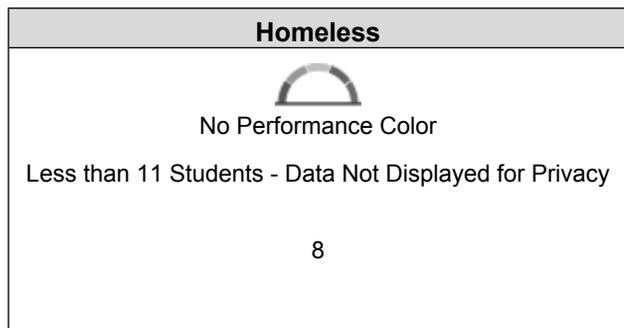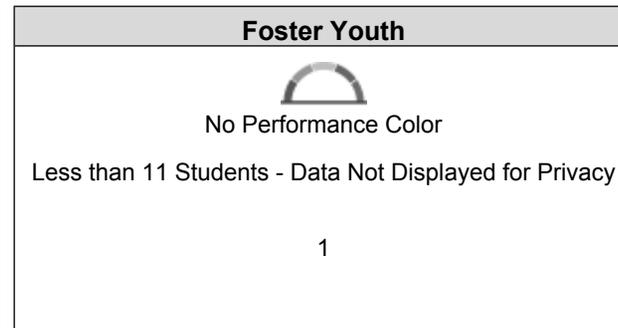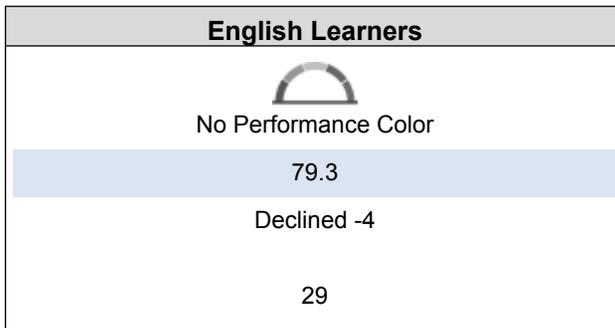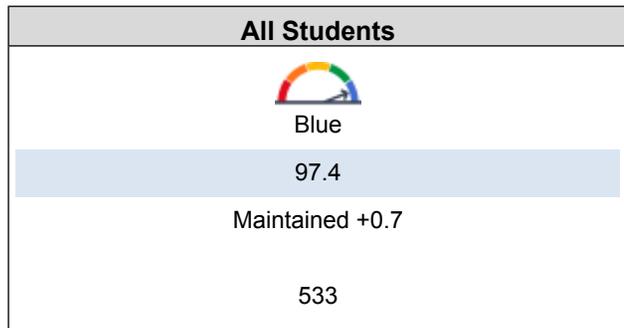
2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	100	Less than 11 Students - Data Not Displayed for Privacy
5	4	Maintained 0	9
		19	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
94	100	Less than 11 Students - Data Not Displayed for Privacy	98.5
Declined -1.4	Maintained 0	1	Increased +1.8
149	14		332

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.7	97.4

Conclusions based on this data:

1. Overall, we were able to maintain our high graduation rates.

2. Students with Disabilities and English Learners improved in this area

3. English Learners and Hispanic students saw a slight decline in their performance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	4	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
2.5	4.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.8	Increased +0.8	5
2167	82	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
4.5	5.5	9.6
Declined -3.1	Declined -1.6	Declined -0.6
22	603	303
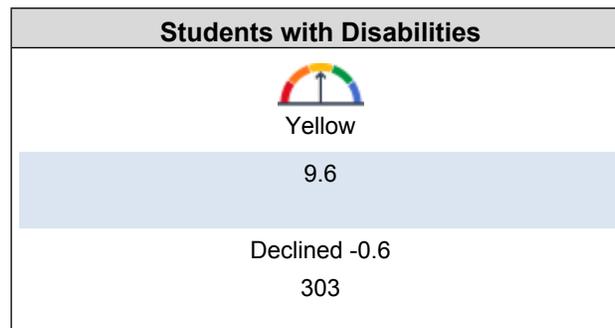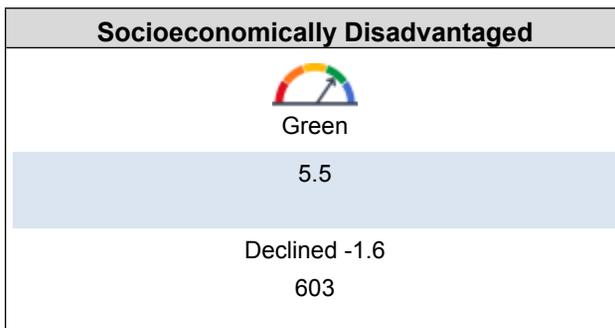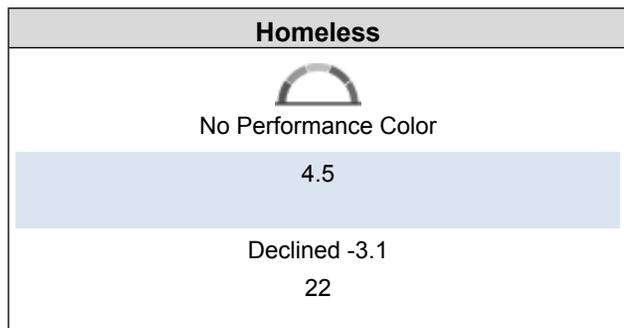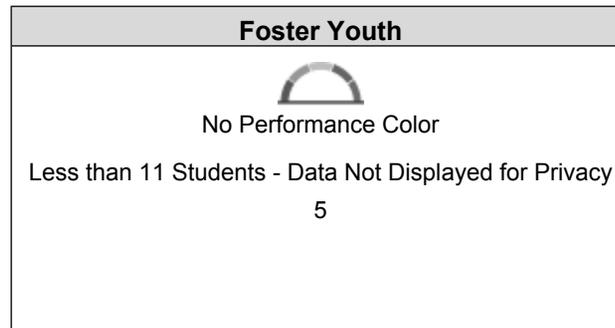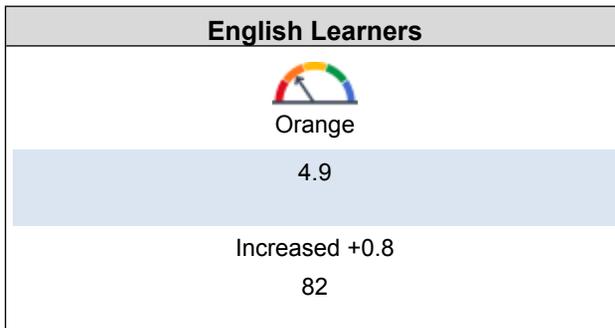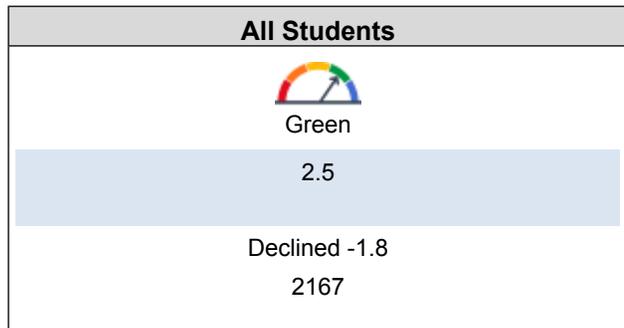
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
0	0	0	0
Declined -2.8	Maintained 0	Maintained 0	Declined -5.3
21	11	111	32

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
4.1	1.9	Less than 11 Students - Data Not Displayed for Privacy 5	2
Declined -1.1	Declined -4.2		Declined Significantly -2.1
676	106		1205

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	2.5

Conclusions based on this data:

1. We saw an overall reduction in the number of students who were suspended during the timeframe.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Single Plan for Student Achievement

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

Goal 1

TOHS will provide supports for English Learners, students with disabilities, GATE students, foster and homeless youth, and the middle learner, in order to achieve college and career readiness while preventing learning loss. TOHS will increase the percentage of students who are identified as college and career ready on the CDE dashboard by 10% during the 2021-2022 school year. This will be accomplished by providing the culture and conditions that expand and improve learning opportunities for ALL students.

Identified Need

The number of students at TOHS who are deemed "college and career ready" as defined on the CDE website has been in decline for the past three years. That number, an overall indicator of the academic success of the school, must come up.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Indicator for College and Career Readiness	49.9% (2019 dashboard data)	59.9% (2022 dashboard data)
Overall SBAC ELA Performance	53.1 points above standard (2019 dashboard data)	60 points above standard (2022 dashboard data)
Overall SBAC Math Performance	12.2 points below standard (2019 dashboard data)	10 points above standard (2022) dashboard data)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LRE Data	37%	45% in 2021
Seal of Biliteracy	~80 students	100 Students in 2021
CTE Pathway Completion	83 students completed a CTE pathway in 2021	93 Students (12% increase) will complete a pathway in 2021-2022
SBAC ELA Performance for Students with Disabilities	79.8 points below Standard in 2019	40 Points below Standard (2021 dashboard data)
SBAC ELA Performance for English Learners	96 points below Standard in 2019	50 points below Standard (2021 dashboard data)
SBAC ELA Performance for Socio Economically Disadvantaged Students	20.2 points below Standard in 2019	10 points above Standard (2021 dashboard data)
SBAC Math Performance for Students with Disabilities	166 points below Standard in 2019	80 points below Standard (2021 dashboard data)
SBAC Math Performance for Hispanic Students	81 points below Standard in 2019	40 points below Standard (2021 dashboard data)
SBAC Math Performance for Socio Economically Disadvantaged Students	100 Points below Standard in 2019	50 points below Standard (2020 dashboard data)
Overall Performance Level among English Learners as indicated on Ellevation	Currently, the average overall performance level is 2.39 as indicated in Ellevation.	Average overall performance level listed in Ellevation will be 2.63 after the spring administration of the ELPAC.
Provide disaggregated data (SWD and EL) in 2021-2022	New Action	Provide disaggregated data (SWD and EL) in 2021-2022
Provide disaggregated A-G Compliant (disaggregated)in 2021-2022	New Action	Provide disaggregated A-G Compliant (disaggregated)in 2021-2022
Provide disaggregated Honors/AP Class enrollment data in 2021-2022	New Action	Provide disaggregated Honors/AP Class enrollment data in 2021-2022
Graduation Rate will remain constant in all subgroups	Data forthcoming	Expected outcomes forthcoming
Naviance Usage	New Action	Naviance usage will be tracked on an annual basis

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Access to Gizmos will provided to all Science Teachers	Ongoing	District Staff Administration	Science teachers and TOHS students will be provided access to Gizmos - an online platform that offers virtual science labs.	5000-5999: Services And Other Operating Expenditures	District Funded	0
Provide a free After School Tutoring Program to TOHS students.	Ongoing	Administration Faculty	Provide an after school tutoring program (four days a week, two hours a day) supervised by an adult and college-age tutors.	2000-2999: Classified Personnel Salaries	0TRM	10000
Provide student accessibility and ongoing training in Naviance	Ongoing	Counselors Administration Teachers	Counselors will provide Naviance training to all 9th grade students with follow-up trainings in the 10th, 11th, and 12th grade to ensure students understand how to access the program, complete their course/college planner, and utilize the software for college applications and career exploration.	None Specified	None Specified	0
			A "Naviance Tip of the Week" will be added to each Green Sheet.	None Specified	None Specified	0
			Naviance reminders will be added to the Wednesday Check In	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			TOHS will activate the Parent Portal on Naviance and provide online training for parents.	None Specified	None Specified	0
TOHS Student Printing Center	Ongoing	Administration Library Staff	A free printing center located in the TOHS library will available to all TOHS students who require their school work be printed out for class.	4000-4999: Books And Supplies	0TRM	3000
Increase the participation rate of TOHS students taking the PSAT by 5% by offering it during the school day	Ongoing	Administration Counselors College & Career Center personnel Teachers	Through informational meetings the number of students completing the PSAT will increase by 5%	None Specified	None Specified	0
			Meeting this goal will require continued promotional efforts through existing communication outlets.	None Specified	None Specified	0
The percentage of seniors completing Majors will increase by 5%	Annually	Career Ed. Coordinator Administration Counselors Teachers	Maintain maximum enrollment capacity in the Majors programs	None Specified	None Specified	0
Increase the number of students completing a CTE pathway by 12%	Ongoing	API Counselors Career Education Coordinator Teachers	Increase the number of students enrolled in all CTE and VC Innovates Pathway courses from 83 to 93 through on- campus CTE Showcase and information meetings.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Students and Faculty access to Camtasia, Turnitin and Ebscohost	Ongoing	Administration	Keep all software licenses current including Turntin and Ebscohost. (OCBG).	5000-5999: Services And Other Operating Expenditures	0TRM	14883
			Renew subscription to Camtasia	5000-5999: Services And Other Operating Expenditures	0TRM	4125
Purchase online resources for music programs to support remote music instruction.	Fall, 2021	Administration Music Teachers District Leadership	TOHS music teachers will be given access to the "Music First" software package in order to support music instruction while students are learning remotely	5000-5999: Services And Other Operating Expenditures	District Funded	1200
				5000-5999: Services And Other Operating Expenditures	Instruction	6000
Library Lunchtime Supervision	2021-2022	Administration	Two staff members will be selected to serve as lunchtime library supervisors in order to keep the library open at lunch	1000-1999: Certificated Personnel Salaries	0TRM	8000
Partner with California Lutheran University who will provide two Americorps Volunteers who will work with staff and students in Latino Youth Leadership and Latino Connection Programs	2021-2022	Administration S. Martinez-Galvan California Lutheran University Partners	Two Americorps volunteers will be working with our Latino Youth Leadership and Conxiones programs in order to provide College and Career guidance and general academic support.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify, monitor and support English Learners and RFEP students who require academic support and provide opportunities for small group support	Ongoing	Administration EL Coordinator EL Facilitator EL Counselor EL Faculty	EL Team will collaborate with API and LAT to identify at-risk EL students by reviewing standardized test scores (SBAC), ELPAC results, grades, and teacher feedback.	None Specified	None Specified	0
			EL Team will coordinate intervention programs including providing study skill workshops for EL students, providing professional development for staff in delivering effective first instruction to EL students	1000-1999: Certificated Personnel Salaries	EIA Funds	500
			Continue to increase the EL parent participation in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC	None Specified	None Specified	0
			One-on-one and small group meetings between EL Coordinator, EL students, EL counselor and parent when available to provide information regarding reclassification criteria	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the number of English Learners, RFEP, students, students with disabilities, GATE students, foster and homeless youth in the Majors program.	Ongoing	CTE Coordinator Administration Counselors	Number of students in Majors programs as compared to the previous school year will increase annually by 5%	None Specified	None Specified	0
Provide credit recovery as an intervention to alternative education.	Ongoing	API Cyber High Faculty Apex Online Learning	Provide credit recovery through Cyber High, or other provider as an intervention and alternative to Continuation school. Provide credit recovery through Apex Online Learning	5000-5999: Services And Other Operating Expenditures	District Funded	0
Provide intervention in multiple subject areas as follows: Math Re-Teaching offered for Algebra 1, Algebra 2, and Geometry two days per week in order to provide remediation and automatic test score boost for consistent attendance up to 85% on the said assessment	Ongoing	Administration Faculty SSC approval & funding	Provide the following interventions: Math – re-teaching of major concepts prior to and/or following chapter or unit exams that may lead to remediation and grade boost	2000-2999: Classified Personnel Salaries	0TRM	10710
Purchase licenses to the No Red Ink online platform to assist in distance learning in English Classes	Ongoing	Administration English Department	Licenses for the online system "No Red Ink" will be purchased for the English Department in order to support remote learning in English classes	5800: Professional/Consulting Services And Operating Expenditures	Instruction	10500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our overall LRE data will increase by 5%	Ongoing	Administration Faculty	The school will offer 6 sections of co-taught classes (co-taught with a special education and a general education teacher) in social studies and science	None Specified	None Specified	0
			IEP Teams will apply best practices in order to maximize the number of students spending 80% or more of their school day in general education classes.	None Specified	None Specified	0
Provide substitutes for teachers during Spanish placement exams.	Ongoing	Administration World Language Department	Pay for release time for two Spanish teachers to evaluate incoming Spanish students at middle schools and at TOHS (two days, two teachers).	1000-1999: Certificated Personnel Salaries	0TRM	600
Funding Field Trips for SPARTICUS Team	2021-2022	Administration SPARTICUS Team Members	Each teacher on the SPARTICUS Team will be provided two days of subs in order to visit two schools who utilize schedules and program that TOHS is considering	1000-1999: Certificated Personnel Salaries	0TRM	3600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide additional funding to staff in order to help students who are on Short Term Independent Study due to quarantine status	2021-2022	Administration	Money will be provided in order to supplement the hours of an academic specialist who will be providing additional support to the students who are on Short Term Independent Study.	2000-2999: Classified Personnel Salaries	0TRM	3000
Student to Student GATE Mentorship Program.	2021-2022	Administration GATE Coordinator	TOHS will begin the process of designing a student to student GATE mentorship program to begin at the start of the 2021-2022 school year.	None Specified	None Specified	0
			TOHS teachers will have access to GATE resources and supplies in order to support the TOHS GATE Program.	4000-4999: Books And Supplies	0TRM	500
Provide English Learners with targeted support as well as information regarding reclassification criteria in an effort to positively impact their progress.	Ongoing	API Bilingual Facilitator EL Faculty Counselors	One-on-one and small group meetings between EL Team, EL students, EL counselor and parent when available to provide information regarding reclassification criteria, on an on-going basis.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
			Transition Latino Youth Leadership and Latino Connections from clubs to Schoolwide programs and provide Advisor with a annual stipend.	1000-1999: Certificated Personnel Salaries	Instruction	2000
			Increase the number of opportunities to connect EL students with existing school programs including: EThOS, CTE Pathways, Majors Programs and the like.	None Specified	None Specified	0
			Increase the number of opportunities to connect EL students with students, coaches, advisors and directors of co-curricular programs, perhaps through ELAC and SSC meetings	None Specified	None Specified	0
			Support EL students by providing upgraded classroom technology, ongoing.	4000-4999: Books And Supplies	0860	500
			Purchase technology that will support the learning needs of EL students to include upgraded tablets, lap-tops that include headphones for use with Rosetta Stone	4000-4999: Books And Supplies	0860	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase replacement technology that will support the learning needs of EL students to include iPads for the iLit computer based program.	4000-4999: Books And Supplies	0860	1000
			Purchase EL materials that support the CCSS and enhance student learning.	4000-4999: Books And Supplies	0860	400
			Provide EL and content area teachers with specific training to meet the needs of EL students through improved instruction	1000-1999: Certificated Personnel Salaries	EIA Funds	1400
			Continue to offer credit recovery for EL students in an effort to attain minimal retention or the need for alternative education. This may be accomplished through Cyber High. (15 licenses)	5000-5999: Services And Other Operating Expenditures	District Funded	0
Student will be provided with easy to find information on how to access all forms of academic support at TOHS.	Ongoing	Administration	A Canvas card will be created that will provide students with the information needed in order to access all forms of academic support	None Specified	None Specified	0
Teachers will develop and implement UDL Strategies that will ensure complete access to curricula for all students.	Ongoing	Administration Teachers	Teachers will spend time developing, implementing and sharing strategies that will utilize UDL in all classes.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D/F lists will be generated in such a way so that all data can be disaggregated by class, teacher, SWD, EL and race.	Ongoing	Administration Teachers Counselors	When the D/F list is created at the end of S1 and S2, more granular data will be available by disaggregating the data by SWD, EL, class, teacher and race.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2020-21

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.

For those strategies and activities that were in place during the 20-21 school year, results were mixed. This is in part due to the various health and safety protocols that were place during the 20-21 school year. For instance, We did not need Lunchtime Library Supervision last year, as students were expected to leave campus when their cohort was over. Additionally, the Afterschool Tutoring Center was not nearly as effective when operating remotely.

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

Two major differences existed that lead to differences between intended actions, activities and strategies and expenditures. First, many programs were not used due to health and safety protocols. Second, there was an influx of stimulus funds that CVUSD put to use in order to better support the effects of remote learning.

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.

Any and all strategies that were devised to support remote learning, as well as partial day attendance have been removed this school year. Additionally, because CAASPP data will not be reliable this year, TOHS will be focused on forms of data in order to monitor student progress, e.g., classrooms grades. Additionally, we will be refocusing our efforts to implement UDL strategies this year as last year we focused our time and attention on effective remote teaching. Finally, we are doubling down on our efforts to make Naviance a centerpiece in our efforts to enhance college and career readiness.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Single Plan for Student Achievement

LEA/LCAP Goal

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes --------

----

Goal 2

Provide systemic, multi-tiered professional learning opportunities that lead to lower levels of learning loss, improved academic and social/emotional student outcomes, especially evidenced among English Learners, Gifted and Talented Students, Homeless Students, Students in Foster Care, and Students with Disabilities.

Identified Need

The Thousand Oaks High School faculty will focus on professional learning that will lead to improved performance and lower instances of learning loss in all sub groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students, school-wide, who appear on the D/F/I list at the end of will decrease by 25% by the end of 2021-2022.	This is a new metric. Baseline data will be collected at the end of S1.	By the end of Q4 in the 2020-2021 school year, the number will decrease to 492 (24.5% of the school's population).
The number of English Learners who appear on the D/F/I list will decrease by 25% by the end of 2021-2022.	This is a new metric. Baseline data will be collected at the end of S1.	By the end of Q4 in the 2021-2022 school year, the number will decrease to 46 (50% of the sub-group)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of SWD who appear on the D/F/I list at the end of S1 will decrease by 25% by the end of 2021-2022.	This is a new metric. Baseline data will be collected at the end of S1.	By the end of the 2021-2022 school year, the number will be 25% less than the number that existed at S1.
The number of students who report that they feel they have a voice at school will increase 17% during the 2021-2022 school year.	In the 2021 TOHS Spring Student Climate Survey, 43% of the 702 respondents reported that they felt like they had a voice while at school.	In the 2022 Spring Student Climate Survey, at least 60% of survey respondents will report that they feel like they have a voice while at school.
Teachers will receive targeted training on specific strategies that support EL and Special Education teaching and learning.	This is a new metric	
The number of teachers who utilize UDL Strategies in their classes will be at 100% by June, 2022	This is a new metric.	By the end of the 2021-2022 school year, 100% of TOHS teachers will have demonstrated use of UDL strategies in at least one of their classes.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AP Teachers will receive training at College Board workshops	2021-2022	Administration	Various AP teachers will be sent to "AP by the Sea" in the summer of 2021 in order to better prepare them for AP instruction	5800: Professional/Consulting Services And Operating Expenditures	4EEF	1500
Provide school faculty with professional learning on the implementation and use of Universal Design for Learning teaching strategies. The strategies will affect all students, especially Students with Disabilities and English Learners.	Ongoing	Administration Teachers	Teachers will be engaged in professional development in order to learn about Universal Design for Learning.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All new faculty will participate in New Teacher Roundtables scheduled throughout the year.	Ongoing	Administration New Faculty	Teachers new to TOHS will meet with administration 5-6 times throughout the year in order to receive critical information on UDL, SWD, EL, Visible Learning, as well as TOHS systems and processes.	4000-4999: Books And Supplies	Instruction	1000
Teachers will receive training in social/emotional topics and recognizing trauma and social/emotional needs of students	Ongoing	Administration Counselors District Personnel	School faculty will receive training on a variety of topics related to the social/emotional wellness of our students. Additionally, teachers will receive training on how to recognize students who are in need of social/emotional support	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
A "What's Working"segment will be used at each faculty meeting (beginning October, 2021). In the segment, teachers who have found success in EL Instruction, Special Education Instruction, and amplifying student voice.	Ongoing	Administration Counseling Teachers	1) Present at Faculty meeting (send other important info via email or in print at meeting) 2) Staff expectation of action item/follow-up in the classroom Teachers can discuss/determine implementation action item at their department meeting, implement and bring back to next faculty meeting	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our English Department will continue their Impact Team Teacher Training	2021-2022	Administration English Teachers	Contract signed with the Core Collaborative to provide Impact Team Training	5000-5999: Services And Other Operating Expenditures	District Funded	10000
			Contract signed with the Core Collaborative to provide Impact Team Training	1000-1999: Certificated Personnel Salaries	0TRM	2000
			Subs provided for 15 teachers for 2.5 days	1000-1999: Certificated Personnel Salaries	0TRM	6000
Faculty and Staff will receive ongoing Equity LGBTQ+ Training	Ongoing	Administration Eric Kamm Joanna Otey	Throughout the the 2021-2022 school year, the TOHS faculty will receive ongoing training on ways to better support and include LGBTQ+ students.	None Specified	None Specified	0
The SPARTICUS team will continue to research ways that TOHS will provide students additional academic support during the school day.	Fall, 2021	SPARTICUS Team	The SPARTICUS team will meet regularly between August and December, 2021 in order to research ways that TOHS students can access academic support during the school day.	None Specified	None Specified	0
Provide all teachers the time and opportunity to develop common assessments and experiences	Ongoing	Administration Teachers PL Coordinator	During Faculty and Department Meeting time, teachers will create, modify and analyze data collected from common assignments, assessments and experiences.	1000-1999: Certificated Personnel Salaries	Instruction	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mental Health Training	2021-2022	Administration SDAC Reps Teachers	Members of SDAC will be invited to a faculty meeting where they will deliver the same mental health training that was provide to a small number of teachers in the 2020-2021 school year.	None Specified	None Specified	0
Counselors and administration will explore ways that the school can better integrate Naviance into day to day student life	2021-2022	Administration Counselors College and Career Counselor Teachers	Administration and counselors will spend time each week at our AdCo meeting in order to discuss ways that Naviance can be introduced and reinforced with students.	None Specified	None Specified	0
TOHS will examine ways to build consistency in certain aspects of campus culture: Canvas usage and homework policies	Ongoing	Administration Teachers	During AdCo meetings, school administration will build, deliver and analyze a teacher survey that will focus on Canvas use and homework policies.	None Specified	None Specified	0
TOHS Teachers will receive training on Mastery Connect	2021-2022	Administration CVUSD Instructional Services	TOHS Faculty and staff will receive training on Mastery Connect - an online assessment platform that will allow teachers to build assessments and analyze data from those assessments.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2020-21

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.

For those strategies and activities that were in place during the 20-21 school year, results were mixed. This is in part due to the various health and safety protocols that were place during the 20-21 school year. Our focus shifted away from UDL and other schoolwide objectives and toward remote teaching strategies, Canvas integration and so on.

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

Two major differences existed that lead to differences between intended actions, activities and strategies and expenditures. First, many programs were not used due to health and safety protocols. Second, there was an influx of stimulus funds that CVUSD put to use in order to better support the effects of remote learning.

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.

In the 21-22 school year, TOHS will be re-centering our focus on college and career readiness for all students as well as implementing UDL strategies (goal 1). Additionally, we will be continuing to sharpen our focus on developing strategies that will better support the social, emotional and mental wellness of our students (goal 4). Finally, the TOHS Site Council made the decision to completely re-tool Goal #3. Rather than focusing on Communication (a goal that had much success), TOHS will be focusing on ways to support Diversity, Equity and Inclusion and will develop Professional Learning opportunities in order to make progress in that area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Single Plan for Student Achievement

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 3

In order to provide a greater platform for a diverse set of student voices, by June of 2022, 64% of all students responding to the Spring Student Survey will indicate having a voice on campus and feeling heard all or most of the time. That represents a 10% increase from the 2021 spring survey.

Identified Need

In order to create a safe and inclusive campus where diversity and equity are embraced and celebrated, students need to feel heard. The fact that survey data suggests that nearly half of our students do not feel heard would indicate that efforts to amplify student voice are warranted.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students who feel that they have a voice on campus and are heard.	On the 2021 spring survey, only 54% of students feel that they have a voice on campus and are heard all or most of the time.	By June, 2022, 64% of students who respond to the spring survey will feel that they have a voice and heard all or most of the time.
Creation of student voice benchmark surveys	N/A - this is a new action	By June, 2022, three benchmark surveys that measure student voice will have been created and sent out to students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Survey reformatting	N/A - this is a new action	In order to better measure diversity, equity and inclusion, the spring student survey will be reformatted so that includes more questions that pertain to the topic. Additionally, the spring student survey will be available in Spanish.
"What's working" segment at faculty meetings	N/A - this is a new action	Beginning in October, 2021, each faculty meeting held through June, 2022 will include a segment where a teacher will spotlight ways that student voice is amplified.
Administration will be present at every Latino Youth Leadership, GSA, Student Senate and Black Student Union Meeting.	N/A - this is a new action	Beginning in October, 2022, a member of the TOHS administrative team will make be be present at every Latino Youth Leadership, GSA, Student Senate, and Black Student Union meeting in order to share information, and address questions and concerns.
School Communication sent in Spanish	N/A - this is a new action	100% of all school communication will be available in both Spanish in English.
Administration will develop a list of resources that will be made available to faculty and staff that will offer ideas on ways to amplify voice.	N/A - this is a new action	By December of 2022, a list of at least 10 resources will be made available.
Four students groups will be used throughout the year in order to engage in a "focus group" style of conversation regarding student voice. The groups will include: Student Senate, GSA, Latino Youth Leadership Group, and the TOHS Black Student Union.	N/A - this is a new action	By June, 2022, each group will have engaged in three separate conversations about student voice: The first meeting will take place between September 1 and December 1; the second round of meetings will take place between January 1 and March 15; the third group of meetings will take place between march 15 and June 10.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Creation and Dissemination of Benchmark Surveys that measure Student Voice	October, 2021 - May, 2021	Administration Teachers Sarah Burns	Sarah Burns, TOHS's resident survey builder, will receive additional training in order build her capacity in the area of survey design.	5000-5999: Services And Other Operating Expenditures	0TRM	500
			TOHS Administration and Sarah Burns will collectively build three "benchmark surveys" that will be specifically focused on measuring student voice	None Specified	None Specified	0
			The Student Voice Benchmark Surveys will be given to the student three times throughout the year: fall, early winter, early spring.	None Specified	None Specified	0
Reformatting Spring Student Survey	2021-2022	Administration Sarah Burns	The Spring Student Survey will be altered in order to ensure that the correct questions about diversity, equity and inclusion are being asked.	None Specified	None Specified	0
			The Spring Student Survey will be made available in Spanish	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Resource Bank	September - December, 2021	Administration	A resource bank that includes at least ten resources on the topic of student voice will be made available to the faculty. These resources will be available to read at any time by the faculty, and several will be highlighted at faculty meetings.	4000-4999: Books And Supplies	5EEF	300
"What's Working" Segment at Faculty Meetings	October, 2021 - May, 2022	Administration Teachers	Beginning in October a short segment at each faculty meeting will be designed for a teacher or two to discuss successful strategies that are being used in their classroom that amplify student voice.	None Specified	None Specified	0
Administration present at groups supporting marginalized students	October, 2021 - May, 2022	Administration	At every GSA, Black Student Union, Latino Youth Leadership and Student Senate meeting, a member of the TOHS administrative team will be present to share information, answer questions and engage student in those groups in a sustained conversation about student voice.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All school communication will be sent home in Spanish and English	Ongoing	Administration Bilingual Facilitator Receptionist	All community-wide information that is sent out via phone, email, newsletter, or on the CVUSD app will be sent in both English and Spanish.	None Specified	None Specified	0
			A Spanish-only Facebook page will also be maintained by office personnel.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2020-21

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 is a new goal for TOHS.

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

This is a new goal for TOHS.

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

This is a new goal for TOHS.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Single Plan for Student Achievement

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 4

In order to support the school's goals for targeted student outcomes listed in Goal #1, TOHS will promote and measure the need/impact of the social and emotional support programs at TOHS with emphasis on inclusion, safety (emotional and physical), and connectedness for all students and staff members..

Identified Need

The pandemic created a great deal of stress and isolation amongst our staff and students. Targeted actions instituted last year revealed that there is much TOHS can do to support the social, emotional and mental wellness of its staff and students not just during the pandemic, but at all times. TOHS will continue to develop and implement strategies that will address the social, emotional and mental wellness of our staff and students on an ongoing basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly survey responses	During the 20-21 school year, an average of 210 students would reply to the Weekly Wellness Survey	By May 31, 2022, the average number of responses to the Wellness Survey will be above 300 per week.
Campus Connect Participation/Feedback	N/A - No attendance data was collected in 20-21	Participation and Feedback will be collected at the end of the 2021-2022 in order to determine efficacy

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS) Responses	Data from the next CHKS administration will create a new baseline	Results from the 2022 administration of the CHKS will be used to re-establish a baseline of qualitative data related social, emotional, and mental wellness as well as student perceptions of safety and connectedness
Weekly student visits to the Wellness Room	N/A - New Program	A baseline of data will be established for the TOHS Wellness Room
TOWN Referrals	During the 21-22 school year, on average less than 5 students per week indicated that they needed to see a counselor each week.	Data on the number and type of referrals will continue to be collected throughout the the 2021-2022 so that we can continue to improve the process.
Lunch Bunch Attendance	N/A - No attendance data was collected in 20-21 for the Lunch Bunch	Attendance will be collected throughout the spring of 2022 in order to establish a baseline for the remainder of this year. A new baseline will be set in 2021-2022.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued use of a Tier I student survey, the Wednesday Wellness Check-In, as a means to weekly check on the overall social, emotional, and mental wellness of all students	Ongoing	Administration Counseling	Ongoing check on student wellness to identify at-risk, in-need students	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Counselors and Administrators will review survey results and respond appropriately. Students in crisis will receive immediate attention; students requesting resources for stress management or academic support will receive it, students requesting information on ways to connect on campus will be referred to our Peer Mentoring program.	None Specified	None Specified	0
In order to support the social, emotional and mental wellness of all students, Thousand Oaks High School will take the necessary steps in order to have a fully-integrated and fully-operational Wellness Room on campus beginning fall, 2021.	Ongoing	Administration CVUSD Student Support Services Counselors	Wellness Room Supplies and Furniture	4000-4999: Books And Supplies	District Funded	0
			Wellness Room Staff	1000-1999: Certificated Personnel Salaries	District Funded	0
Create a menu of clubs/activities that are currently meeting for students to connect to campus	Fall, 2021	Activities Dept	A list of clubs with updated contact information will be made available on the website and on Canvas after Club Hello Day on 9/10.	None Specified	None Specified	0
Implement Ruling Our Experiences (ROX) small group to support female students	20 week program - Spring 2022	Priscilla Montero	Small group sessions to support female students through SEL topics - program includes curriculum and student swag for participants - can run per grade level for a total of 40 students	5800: Professional/Consulting Services And Operating Expenditures	0TRM	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly Wellness Bulletin	Ongoing	Counselors	Monthly newsletter developed for students with tips and resources	None Specified	None Specified	0
CRPD Youth Outreach	Ongoing	Counseling Team CPRD Outreach counselors	Students who require additional support, or who have already been working with CPRD counselors, will be given an opportunity to meet with them.	None Specified	None Specified	0
Lancer Launch	Ongoing	Administration Activities Department ASB Officers	As is customary at TOHS, ASB officers will be hosting our annual Lancer Launch for 9th graders - and for this year only - special tours for this year's 10th graders who were not able to participate in Lancer Launch last year. Our ASB advisor will receive a stipend for work completed during the summer in preparation of the event.	1000-1999: Certificated Personnel Salaries	ASB	3000
Utilize TOWN - Thousand Oaks Wellness Network - so that students who respond to the Wednesday Wellness Check-in will be directed to the appropriate team for support.	Spring 2021	Administration	Promote current programs, advertise materials - graphic art to "brand" SEL supports to reduce stigma. Will explore the option of having art students design a logo. Small interest groups.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			"Reach out"			
Offer AVID to qualified students	Ongoing	Administration AVID Faculty Counselors	Instruct and inspire AVID students to gain strategies for academic and social/emotional success	1000-1999: Certificated Personnel Salaries	District Funded	0
Offer Lunch Bunch and support activities	Ongoing	Peer Mentors Ashley Cooper	Provide daily supports and activities to connect students to TOHS - Provide funds for materials, games, crafts, snacks, incentives, and monthly celebrations; and conduct campus sweeps to invite students to attend	1000-1999: Certificated Personnel Salaries	Instruction	3000
Campus Connect Small Group Sessions	Ongoing	Peer Mentoring Break Through Program	Twice monthly meetings to provide psychoeducational and social support for students; explore expanding opportunities for participation	4000-4999: Books And Supplies	0TRM	500
Peer Mentoring Program activities - including AIM: All-Abilities Inclusion Mentors	Ongoing	Peer Mentoring Autism Program	Plan and facilitate social activities on campus to promote student connectedness to TOHS, continue collaborative interaction with Peer Mentors and Buddies from the Autism Program	4000-4999: Books And Supplies	0TRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Unified Sports Program for Students with Disabilities	Ongoing	Melissa Martin	Pair Athletes from the Autism Program with general education students to practice and play sports against other CVUSD schools	None Specified	None Specified	0
Support Sparkles Program for Students with Disabilities	Ongoing	Administration Debbie Hannah TOHS Cheerleaders Jennifer Jeziorski	Sparkles will work with TOHS cheerleaders in order to perform at various events throughout the year	None Specified	None Specified	0
Create SEL Canvas Card for every TOHS student	January, 2021	Administration Counselors	Link students to virtual resources and activities - create Canvas card for all students - BreakThrough, TOHS Counselors, Peer Mentors, CVUSD SEL resources	None Specified	None Specified	0
Faculty and Staff SEL support resources including Culture Crew.	Spring, 2021	Administration Counselors Culture Crew	Collect SEL resources for teachers and staff	None Specified	None Specified	0
			Support the work of the TOHS Culture Crew, who develop ways for faculty and staff to connect and socialize.	None Specified	None Specified	0
Provide socioeconomically disadvantaged students with information regarding school wide programs and opportunities to become connected to campus	Ongoing	Administration Counselors	Increase the number of opportunities to connect low income students with existing school programs such as ETHOS, CTE, Majors, and Peer Mentoring	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with disabilities with information regarding school wide programs and opportunities to become connected to campus	Ongoing	Special Education Faculty Counselors Peer Mentors	Increase the number of opportunities to connect SPED students with existing school programs such as ETHOS, CTE, Majors, and Peer Mentoring	None Specified	None Specified	0
Provide a safe, secure, and orderly campus where students can learn and are encouraged to participate in school-wide activities and feel emotionally supported and physically safe	Ongoing	AP, Student Welfare & Attendance CSAs	Provide salary for Campus Supervisors during school hours and school events	2000-2999: Classified Personnel Salaries	District Funded	0
			Benefits for Campus Supervisors as listed above	2000-2999: Classified Personnel Salaries	District Funded	0
			Materials and supplies to operate the department as well as emergency supplies	4000-4999: Books And Supplies	Instruction	5000
			Golf Cart Repairs	5000-5999: Services And Other Operating Expenditures	Instruction	4000
			Security Uniforms	4000-4999: Books And Supplies	Instruction	2000
Provide at-risk English Learners with Student Activity Cards as well as information regarding school wide programs and opportunities to become connected to campus	Ongoing	Administration	Continue to provide at-risk EL students with Student Activity Cards for Spring 2021 in order to increase student participation in school-wide activities	4000-4999: Books And Supplies	0TRM	500
			Increase the number of opportunities to connect EL students with existing school programs such as ETHOS, CTE, Majors, and Peer Mentoring	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Continue to connect at-risk EL students with Peer Mentors and Lunch Bunch leaders who can provide positive academic and social support - funds to offer celebrations and monthly gatherings	None Specified	None Specified	0
Develop Videos for 22-23 Grade Level Meetings			In an effort to protect classroom instruction time, grade level assembly videos will be created this year that will be posted on Canvas in the 22-23 school year.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2020-21

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.

Thousand Oaks High School is a regional leader in its efforts to create a safe, inclusive and connected campus. Last year's successful efforts demonstrate that success.

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

The onset of the Covid-19 pandemic and the resulting move to distance learning turned the school's strategies and goals on their head. In many ways, the school had to perform a school-wide reset and start collecting heretofore non-existent data.

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.

Thousand Oaks High School will sharpen its focus on the implementation and efficacy of all academic and SEL-related programs created and implemented as a result of distance learning. It will continue to pour resources and support into its Peer Mentoring class and all of its various corollary programs. Additionally, much more time will be spent spent developing and celebrating the work being done to create a more inclusive environment on campus to ensure our English Learners and SWDs feel more included in school activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	$126,718.00

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 ($)
0860	$2,400.00
0TRM	$70,918.00
4EEF	$1,500.00
5EEF	$300.00
ASB	$3,000.00
District Funded	$11,200.00
EIA Funds	$1,900.00
Instruction	$35,500.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $126,718.00

Total of federal, state, and/or local funds for this school: $126,718.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Instruction	185504	150,004.00
0860	7360	4,960.00
0TRM	83293	12,375.00
4EEF	1500	0.00
EIA Funds	7360	5,460.00
	0	0.00
	0	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
0860	2,400.00
0TRM	70,918.00
4EEF	1,500.00
5EEF	300.00
ASB	3,000.00
District Funded	11,200.00
EIA Funds	1,900.00
Instruction	35,500.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,100.00
2000-2999: Classified Personnel Salaries	23,710.00
4000-4999: Books And Supplies	16,200.00

5000-5999: Services And Other Operating Expenditures	40,708.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	0860	2,400.00
1000-1999: Certificated Personnel Salaries	0TRM	20,200.00
2000-2999: Classified Personnel Salaries	0TRM	23,710.00
4000-4999: Books And Supplies	0TRM	5,500.00
5000-5999: Services And Other Operating Expenditures	0TRM	19,508.00
5800: Professional/Consulting Services And Operating Expenditures	0TRM	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	4EEF	1,500.00
4000-4999: Books And Supplies	5EEF	300.00
1000-1999: Certificated Personnel Salaries	ASB	3,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,200.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	EIA Funds	1,900.00
1000-1999: Certificated Personnel Salaries	Instruction	7,000.00
4000-4999: Books And Supplies	Instruction	8,000.00
5000-5999: Services And Other Operating Expenditures	Instruction	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Instruction	10,500.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,418.00
Goal 2	22,500.00
Goal 3	800.00
Goal 4	21,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

8 Classroom Teachers

3 Other School Staff

6 Parent or Community Members

8 Secondary Students

Name of Members	Role
Dr. Eric Bergmann	Principal
Mr. Carl Reichenberger	Classroom Teacher
Ms. Joanna Burns	Classroom Teacher
Ms. Sarah Burns, Vice-Chair	Classroom Teacher
Ms. Sara Cummings	Classroom Teacher
Ms. Sandra Martinez Galvan	Classroom Teacher
Mr. Eric Kamm	Classroom Teacher
Ms. Lisa Ravitch	Classroom Teacher
Ms. Jennifer Jeziorski	Classroom Teacher
Ms. Danielle Oliveri, Assistant Principal-Instruction	Other School Staff
Mr. Daniel Solis, Counselor	Other School Staff
Dr. Joy Springer, Chair	Parent or Community Member
Ms. Irene Lopez	Parent or Community Member
Ms. Cindy Mayling	Parent or Community Member
Ms. Rachel Moreno	Parent or Community Member
Ms. Kris Dukes	Parent or Community Member
Mr. Peter Saari	Parent or Community Member
Ms. Evelyn Shin, ASB President	Secondary Student
Gabby Lopez, SDAC	Secondary Student
Joselyn Aguero, EL	Secondary Student

Ms. Savannah Hodge, ETHOS/CTE	Secondary Student
Mr. Henry Baldwin, the Center	Secondary Student
Ms. Bailey Glass, VAPA	Secondary Student

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
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	Student Representative
	Other:

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 9/28/2021.

Attested:

	Principal, Dr. Eric Bergmann on 9/17/2021
	SSC Chairperson, Dr. Joy Springer on 9/17/2021

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019