

The School Plan for Student Achievement

School: Thousand Oaks High School
CDS Code: 56 73759 5637004
District: Conejo Valley Unified School District
Principal: Dr. Eric Bergmann
Revision Date: **April 10, 2019**

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Thousand Oaks High School's Vision and Mission Statements

MISSION STATEMENT

In a safe and nurturing environment, Thousand Oaks High School strives to impart the knowledge that will empower each student to be a successful, healthy adult and a responsible, contributing member of society.

Thousand Oaks High School reflects the District's mission by the doing the following:

- Maintaining high expectations for all students through the offering of College Preparatory/Honors/Advanced Placement (CP/H/AP) courses that are designed to challenge students to meet their highest potential. Courses at each of these levels are offered in every academic department, are well articulated from one level to the next in an effort to assure access, rigor, and student success and include two new AP courses that make up the College Board AP Capstone program. These are AP Seminar and AP Research. Thousand Oaks High School (TOHS) is one of approximately 100 schools in the State of California that has been approved by the College Board to offer AP Capstone and is quickly becoming a model school for this new and innovative program. Results on the College Board AP exams consistently demonstrate solid achievement, as nearly 70% of said exams achieve a score of three or higher on this rigorous five point rubric including an increase of over 650 exams administered in this past year as compared to the spring of 2009. The adoption of Expected School-wide Learning Results (ESLRs) delineate what students should know and be able to do upon graduation and support the school's and District's mission.
- Developing and supporting positive character traits as embedded in the Thousand Oaks High School Student Learner Outcomes/ESLRs as defined by our WASC self-study, including integrity, loyalty, responsibility, honesty, compassion, and service to the community and the world. These values are especially celebrated in classes such as the ASB/Leadership class and student-led clubs such as Project Concern, Pay It Forward, and Latino Connection. TOHS offers in excess of 70 student clubs, each with a teacher adviser, a budget, a club constitution, and the requirement of completing a service project on campus or within our community.
- Scheduling collaboration time among staff and administration on a regular basis, through observations and conferences, during Faculty Meetings, and during monthly Leadership Team meetings, as well as during the recently expanded Common Planning Time (CPT). During CPT, students are dismissed early (1:20 PM) and teachers have the opportunity to meet in small groups and discuss best practices, look at data, and make plans for instruction and intervention.
- Providing students with multiple opportunities to become involved at TOHS through athletics, the arts, the Majors Program, school-wide clubs, Link Crew, and by involving all stakeholders who represent the school community; These include parents who serve on the School Site Council, PTSA, or on one of the many athletic or co-curricular booster boards/clubs.
- Responding to the most recent research that supports a focus on learning and the use of data analysis to drive instruction and intervention. Staff continues to create benchmark assessments, some of which are in the form of Performance Tasks, to help departments gauge instructional success. Staff participates in district-wide writing assessments that included a common grading rubric and opportunity for staff to meet and discuss results. As part of our District and school site Professional Learning plan, faculty engage in a minimum number of staff development hours focused on:
 - elements of John Hattie's book Visible Learning
 - monthly instructional rounds where they visit one another's classrooms in order to deepen their understanding of sound educational practices
 - technology in support of our 1:1 Chromebook Initiative
 - implementation of SBAC style performance tasks and the Common Core State Standards.

Additionally, school leadership has added intervention opportunities including no-cost after-school study skills workshops and tutoring in the school library, year-long intervention sections for struggling freshmen (featuring academic peer tutors drawn from Thousand Oaks High School's highest achieving students), and subject specific "re-teaching" opportunities for students at risk of failing (currently offered for Algebra 1 and 2, Geometry, and Spanish 1).

Our ESLRs detail our school community's goals for what students should know and be able to do upon graduation. The expectation is that our graduates will be:

Productive Individuals who:

- think critically and creatively
- collaborate and work well with others
- are self-motivated independent learners

- pursue goals with persistence and resilience.

People preparing for their future who:

- master and adapt to new technologies
- plan for post-secondary career & education
- understand the importance of physical well-being.

Effective communicators who:

- master a useful and dynamic vocabulary
- convey thoughts clearly verbally and in writing
- understand and evaluate the ideas of others.

People of Integrity who:

- demonstrate loyalty, responsibility and honesty
- respect others and treat them with compassion
- serve their community and their world.

Knowledgeable Individuals who:

- master the Common Core State Standards in math, language, literature, history, science, the arts and technology, health, and physical education
- demonstrate skillful application of this knowledge in their daily lives.

School Profile

Thousand Oaks High School

School Profile 2018-2019

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School District

The Conejo Valley Unified School District (CVUSD) is located fifty miles northwest of downtown Los Angeles in Ventura County. Approximately 18,000 students are enrolled in grades K-12. The district consists of eighteen elementary schools, five middle schools, three comprehensive high schools, two alternative schools, and an adult school.

Community

CVUSD includes the communities of Thousand Oaks, Westlake Village, and Newbury Park. The Thousand Oaks community holds high expectations for students in all domains. As a result, students hold themselves accountable for monitoring their own achievement and take responsibility for their behavior, choices, academic progress, and future plans. Over the years, Conejo Valley's growth has changed the fabric of the community from agrarian to commuter residential. Employment opportunities available within the community include biotechnology, computer technology, light manufacturing, finance, professional interests, and recreation.

Our School

Thousand Oaks High School, through a safe and nurturing environment, strives to impart the knowledge that will empower each student to be a successful, healthy adult and a responsible, contributing member of society. Thousand Oaks High School, located northwest of the San Fernando Valley, serves a suburban, largely middle to upper middle class community and provides a four year comprehensive program to a student body of 2204. Established in 1962, the school's rich history has led to strong traditions of success academically, athletically, and in the Visual and Performing Arts. During the spring of 2017, TOHS hosted a team of educators as part of the Western Association of Schools and Colleges (WASC) accreditation process which included an in-depth examination of the school and programs based on the WASC criteria, our previous WASC reports, the District's LCAP goals and findings, the schools previous SPSA and accompanying data, and results from several school and District surveys. The process led to a six-year term of accreditation, and more importantly resulted in an authentic examination and validation of the school and programs.

Unique Programs

- The Center for Advanced Studies and Research - The Center for Advanced Studies and Research provides gifted and high-achieving students with the opportunity to engage in disciplined and scholarly research through college-level courses. To graduate from the program, students must complete a minimum of seven AP and honors classes, including AP Seminar and AP Research within the AP Capstone program, and earn a minimum scholastic GPA of 3.6 or above. Graduates earn recognition, along with the AP Capstone Diploma. Thousand Oaks High School was selected in 2014-15 as one of only 11 schools in California and 139 schools worldwide to offer the AP Capstone program. Applications due Spring of freshman year. www.tohsthecenter.org
- EThOS Entrepreneurship Academy is a school-within-a-school, and is a California Partnership Academy with core English/history/math classes & electives including Entrepreneurship, Sports & Entertainment Marketing, and Virtual Enterprise/Economics. Applications are due in Spring. www.tohs-ethos.org
- Majors Program - Extra-curricular career exploration. Majors include: Arts, Media & Entertainment (Production, Performance, Visual or Writers); Agriculture, Natural Resources & Animal Science; Business; Education; Engineering & Design; Fashion; Health Science; IDK or I Don't Know; Information Technology; Marketing Sales & Service; Public Service (Human Services, Protective Services, or Legal/Government). Rolling Admissions.
- Advancement Via Individualized Determination (AVID) - The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. Students apply to be part of the AVID program at the end of their 8th grade year and are selected by a team of high school teachers, administrator and counselor. During each year, students in the program will be enrolled in an AVID elective where research-based strategies and curriculum for academic success are taught through integration within this and other AVID courses. Students enrolled in the elective also receive additional academic support in the form of tutorials that are embedded in this class two days per week. AVID program students will attend at least eight college visits over their four year career, in an effort to expose all students to higher education opportunities. <http://www.avid.org/>

~See attached Profile document for remaining data~

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).

Since the fall of 2014, TOHS students and parents have had the opportunity to engage in a series of surveys that have provided valuable information and are part of the basis for decision making. TOHS Multi-Tiered System of Support (MTSS) Survey was provided last school year to students (1909 responses received) and faculty (43 responses received) and was discussed within the SSC and with the faculty. A follow up survey was provided in the spring of 2016 and the fall of 2016 in support our SPSA and WASC efforts that included a full visit in the spring of 2017. Each fall semester the CVUSD conducts an LCAP Survey that has led to the adoption of district-wide goals as stated within this document. Further, TOHS faculty have been polled regarding their staff development needs as we plan opportunities for teachers to grow as professionals. These surveys will be reviewed during this school year as we monitor progress and adjust programs based on this new data.

Classroom Observations

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

Teachers are observed at least once each year. The observation is completed by their department chair and/or an administrator. Observations are based on the California Standards for the Teaching Profession (CSTP). An Observation Report is written and discussed with the teacher, and from this meeting, professional development strategies may be recommended. Also, if the findings of the observation warrant it, teachers may volunteer or be recommended for the Peer Assistance and Review (PAR) Program, which is operated by the District, for continual support in developing more effective teaching and classroom management strategies. When a temporary or non-tenured teacher is observed, typically on three or more occasions, and found not to be meeting the

standards, the information acquired through the observation and evaluation process is used to determine whether or not the teacher is to be retained.

This year, teachers will be participating in peer observations. They will visit three classrooms to observe their colleagues. The teachers will document their experiences and this information will be used to help guide our WASC process as well as support professional growth

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

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

Students in grade 11 take the CAASPP in language arts and math during the Spring semester. Students in grade 11 and/or 12 take the CAST in science; some Special Education students take the CMA version. Some students in Special education are assessed utilizing the CAA in language arts and math. English language development assessments are also utilized to modify instruction and improve student achievement, including the English Learner Proficiency Assessments of California (ELPAC), as well as a battery of progress monitoring assessments from various sources.

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

Our district utilizes Assessment by iO Education, a student data management system, 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. The California Department of Education (CDE) provides a plethora 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.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

All district teachers attend 1 day of focused professional development sponsored by the school district. All credentialed teachers also attend 12 hours of site-based or principal approved staff development in alignment with site SPSA and district LCAP goals. Thousand Oaks University (TOU), in place at the school since 2011, utilizes a Train the Trainer model as teachers attend professional development sessions or workshops and subsequently bring the information to the campus and present to others. Our current model encompasses the first three steps in the Train the Trainer Model with a goal of developing a culture that includes the final two phases:

- (1) Attend: potential trainer(s) attend the PD or workshop
- (2) Present: the potential trainer(s) select one or two topics that they present during a subsequent TOU session
- (3) Pair: the trainer and those that attended the TOU collaborate during CPT or informally to further their discussion on the topic presented
- (4) Co-Teach: during a subsequent training those that attended the TOU session either train others or Co-Teach with the original trainer.
- (5) Take-Over: those that trained with our TOHS expert through a TOU session, go out and train others either within their own department or school-wide.

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

Teachers are provided professional development on grade level and content area materials and assessments including writing, reading, science, social studies, English Language Development, and math. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment. The TOU model as described above, supports the alignment of staff development to content standards and professional needs. Teachers are also offered the opportunity to attend local, regional, state, and national conferences that focus on specific subject areas or the College Board AP program.

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

Schools have access to four district-based Teachers on Special Assignment (TOSAs) in the following focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher trainings on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. (3) Instructional Technology: provides professional development and support as requested on the implementation and use of technology to support teaching and learning. (4) Special Education, Inclusion: provides support to special education students and faculty through observation, discussion, and professional development by offering strategies for including the special needs students in all lessons through differentiation and by implementing appropriate accommodations in general and as specified in the students IEP. In addition, the Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments.

The District offers all new teachers support through Beginning Teacher Support and Assessment (BTSA) induction program that includes intensive observations, conversations with a mentor, opportunities for reflection, and the development of a career portfolio as a requirement of completing the BTSA program. Two TOSAs are on staff to provide this support and they work directly with the Assistant Superintendent, Human Resources and other staff in mentoring the program's teachers.

In addition to the PD that is provided by staff members through TOU, Department Chairs and the ELD adviser provide PD through Common Planning Time (CPT) sessions and departmental meetings. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

Teacher collaboration is facilitated through a Common Planning Time (CPT) schedule that includes 16 early dismissal days (1:20 PM). CPT provides faculty the opportunity to meet within departments, by grade levels, or across curricular areas to discuss curriculum and instructional approaches, plan for school-wide activities such as practice Performance Tasks that serve as solid SBAC training for students and teachers as well as the acquisition benchmark data, and to solve school-wide issues or complete tasks such as WASC Self-Study development. A vote of the faculty was conducted in the spring of 2017, and the current practice was affirmed. However, this vote does not preclude the school from exploring other options as related to CPT within an alternate schedule that supports a school wide MTSS plan.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas.

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

Teachers adhere to Board-approved instructional minutes for all subject areas. Instructional periods at TOHS are 55 minutes each, with the exception of period five (5) which is 60 minutes, and the school offers a seven (7) period day.

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

Master schedule development at TOHS is year round process with a start of the year evaluation of the current schedule in September that leads to operational and developmental changes for the following school year. Enrollment figures are constantly monitored and shared with faculty and staff. Additionally, there is much communication between our staff and the feeder middle school administration in order to gauge trends and make adjustments as needed. The master schedule building starts early during the spring semester when students select course requests that are inputted by the guidance and counseling staff. Once this data is entered and gathered, the Assistant Principal of Instruction (API) provides this enrollment data to individual department chairs (DC) and together they determine the number of sections for each course based on the enrollment figures. The API provides each teacher with a "Teaching Assignment Request" form that allows teachers to delineate their course preference for the following school year as well as any request for a particular preparation period as well as their desire to teach an additional (auxiliary) period. With all of this information, the API and DCs work to develop a preliminary master schedule by department that frames the shell that is initially inputted into Q, the CVUSD's student information system. Master schedule development continues throughout the summer as enrollment adjustments occur, as students complete summer school courses, and as teacher assignments change. The master schedule is ultimately a reflection of student course requests and therefore, each year, a new schedule emerges. Master schedule goals include the accommodating of students and their diverse interests, the strategic placement of intervention courses (Cyber High credit recovery, standard level courses, sheltered courses for EL students), the placement of "singleton" courses (only one section is offered), accommodating three programs that include cohort models - ETHOS Entrepreneurship Academy, The Center for Advanced Studies and Research, and AVID..

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

All 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. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

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

Intervention materials from the adopted curricula are utilized for students requiring additional support. All materials are approved by the Board of Education and include an exhaustive process during each adoption cycle as teachers vet materials and evaluate textbooks based on our local needs and their alignment to standards.

Opportunity and Equal Educational Access

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

Teachers utilize a variety of instructional methods including the integration of technology, as students prepare for college and career. Counselors use a holistic approach as they provide a wide-range of services that include social and emotional support, academic counseling, and intervention with teachers when appropriate. As a school, TOHS operates an after-school tutoring program (Tuesday - Thursday 3:00 to 4:30 PM) that includes tutoring coordinators and college and high school-aged tutors that meet with students individually or in small groups to provide instruction and support. The TOHS Link Crew offers lunch-time tutoring (Tuesday and Thursday) that includes juniors and seniors serving as peer tutors and mentors. Faculty offer support in the form of re-teaching in Algebra 1, geometry, and Algebra 2, and Spanish 1 respectively. Teachers incorporate scaffolding and differentiation into lessons in order to enable under-performing students to access the general curriculum. The integration of technology as an instructional tool is a priority and supported by the Measure I bond which provides each site with a minimum of \$100/student each year for the acquisition of new technology. Over the first two years TOHS has been able to replace every teacher and student computer on campus, added several Chromebook carts on wheels, purchased lap-tops for the science department, replaced older model LCD projectors, screens and other hardware that have greatly enhanced the accessibility of technology on our campus. In the spring of 2017, following a vote of the faculty, TOHS moved forward with a 1:1 "Take-home" Chromebook Initiative that rolled out in the fall of 2017 with every ninth grade student being issued a device for use both in and out of school. The goal is to roll-out a new class each year until a full implementation in the fall of 2020. One goal of this initiative is to level the playing field for all students as access to technology will enhance every students educational experience.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: Visible Learning, Instructional Rounds, SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, and cooperative learning. Additionally, with the implementation of a schoolwide 1:1 Chromebook Initiative, the focus of professional development on the TOHS campus will be on the integration of technology in the classroom, the use of Google Classroom and other applications, and strategies and concepts such as SAMR to effectively implement this initiative. Student data is analyzed during school-wide meetings, including CPT sessions, with the goal of analyzing performance and adapting curriculum and/or instruction to enhance said performance. One example is the development of performance tasks that are administered to all students through English classes in grade 10, and to all math students in grade 9. These performance tasks support the implementation of the CCSS and provides teachers with the opportunity to collaborate and discuss the results in order to determine student need and therefore changes to the school's program.

Parental Involvement

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

TOHS utilizes a variety of community, district, and county resources that are designed to support student development, academic success, and engagement. The Thousand Oaks Teen Center provides outreach mentors who meet with small groups of students and discuss common issues and provide resources and social/emotional support. The Thousand Oaks Police Department, the City of Thousand Oaks, and the CVUSD have a long-standing partnership that results in the placement of a School Resource Officer who serves as a liaison between law enforcement and the student body. This partnership has resulted in a very positive relationship that extends to accessing County resources including Child Protective Services (CPS) and the Crisis Team through Ventura County Behavioral Health. Community engagement is seen through our 80 plus school clubs as community members visit the campus and guest speak at club meetings as they lend their expertise and experience to the benefit of our students. TOHS families have generously supported school-wide activities through our PTSA and our many booster organizations.

16. 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)

At TOHS, parent involvement is legendary. Our active PTSA supports school-wide activities. Examples of such activities include, Red Ribbon Week, After Prom Party, fundraising efforts to augment special programs and support teacher innovation, faculty and staff recognition, and student recognition activities, to name a few. 24 booster organizations raise funds through events and donations in order to provide the highest level programs available throughout the county and beyond. The School Site Council enjoys solid support from our parent community and includes an active DAC and ELAC parent representative who attend monthly district meetings and then report at SSC meetings. Parents also support our school-wide efforts by volunteering as mentors and providing both job shadow and intern opportunities to our students through our College and Career and Career Education offices. All efforts are geared to providing students with the well-rounded and experiential education that our community expects and our students deserve.

Funding

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

See goals and budget pages as part of SPSA as the District provides funds that are allocated specifically to meeting the needs of under-performing and at-risk students.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA. The District provides funds to support the overall school program, the maintenance of facilities, through the staffing allocation, and for PD and curriculum development. This support comes to the school in pre-assigned budget allocations that facilitate discussion at the site level and ultimately the allocation of those funds in a manner consistent with our SPSA, WASC, and District LCAP goals.

Description of Barriers and Related School Goals

There are no perceived barriers that would result in our school not attaining or moving toward the attainment of the goals one and two as provided within this plan. Goal three "Develop and implement a Multi-Tier System of Supports (MTSS) to address the academic and social emotional needs of all students," will require further discussion as the TOHS staff and community explore our overall needs and determine what an MTSS program should include based on those needs, our student population, our capacity, and resources. Further, the contract of agreement between the Conejo Valley Unified School District (CVUSD) and the United Association of Conejo Teachers (UACT) Article 9 (L) (4) which defines the concepts of minutes neutral and minutes not-neutral has and continues to present a barrier in regards to accountability of faculty as related to the attendance of common planning time (CPT) meetings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*			
Grade 11	542	605	508	495	580	483	488	580	483	91.3	95.9	95.1
All Grades	542	605	509	495	580	483	488	580	483	91.3	95.9	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*			*			*
Grade 11	2653.9	2663.7	2590.9	41	48.10	23.60	40	33.10	31.88	14	12.41	22.57	6	6.38	21.95
All Grades	N/A	N/A	N/A	41	48.10	23.60	40	33.10	31.88	14	12.41	22.57	6	6.38	21.95

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 8			*			*			*	
Grade 11	44	55.09	35.40	49	37.13	42.44	8	7.77	22.15	
All Grades	44	55.09	35.40	49	37.13	42.44	8	7.77	22.15	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*
Grade 11	54	58.79	31.26	37	31.90	39.75	9	9.31	28.99
All Grades	54	58.79	31.26	37	31.90	39.75	9	9.31	28.99

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*
Grade 11	31	39.48	24.43	64	54.14	58.59	6	6.38	16.98
All Grades	31	39.48	24.43	64	54.14	58.59	6	6.38	16.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*
Grade 11	54	56.65	27.12	39	36.27	48.03	7	7.08	24.84
All Grades	54	56.65	27.12	39	36.27	48.03	7	7.08	24.84

Conclusions based on this data:

1. A three-year comparison of CAASPP/SBAC data indicates that Thousand Oaks High School (TOHS) students were performing above the State, County, and District level in English language arts (ELA) until 2017. In the Spring of 2018, assessment data indicate a precipitous drop in all areas. Follow-up surveys with tested students indicate that many students did not take the test seriously. Students were under the impression that the CAASPP and CAST tests had no ramification on their graduation status or future college and career plans. Additionally, students noted that given the timing of the tests (wedged in between AP tests and finals) they feel that they would rather focus their time and energy on their AP tests and finals. Faculty and staff do not feel the 17-18 scores were a clear reflection of the teaching and learning that took place at the school during the 2017-2018 school years.

A three-year comparison of this performance reveal the following data from 2016 to the 2018 CAASPP/SBAC administration:

ENGLISH LANGUAGE ARTS:

Mean Scale Score:

Spring 2016 - 2653.9

Spring 2017 - 2363.7

Spring 2018 - 2590.9

Overall Achievement in the % Exceeding or Meeting the State Standard:

Spring 2016 - 81%

Spring 2017 - 81.2%

Spring 2018 - 55.5%

CLUSTER DATA in the % Exceeding or Meeting the State Standard:

Reading - "Demonstrating understanding of literary and non-fictional texts" - % Exceeding or Meeting the State Standard:

Spring 2016 - 93%

Spring 2017 - 92.2%

Spring 2018 - 77.8%

Writing - "Producing clear and purposeful writing" - % Exceeding or Meeting the State Standard:

Spring 2016 - 91%

Spring 2017 - 90.7%

Spring 2018 - 71%

Listening - "Demonstrating effective communication skills" - % Exceeding or Meeting the State Standard:

Spring 2016 - 95%

Spring 2017 - 93.6%

Spring 2018 - 83%

Research/Inquiry - "Investigating, analyzing, and presenting information" - % Exceeding or Meeting the State Standard:

Spring 2016 - 93%

Spring 2017 - 92.9%

Spring 2018 - 75.2%

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*			
Grade 11	542	605	508	485	569	483	478	569	483	89.5	94	95.1
All Grades	542	605	509	485	569	483	478	569	483	89.5	94	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*			*			*
Grade 11	2636.7	2639.5	2598.3	25	26.36	16.98	34	32.51	25.05	21	20.74	26.92	20	20.39	31.06
All Grades	N/A	N/A	N/A	25	26.36	16.98	34	32.51	25.05	21	20.74	26.92	20	20.39	31.06

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 8			*			*			*	
Grade 11	41	41.48	32.92	34	32.16	30.02	25	26.36	37.06	
All Grades	41	41.48	32.92	34	32.16	30.02	25	26.36	37.06	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*
Grade 11	31	33.74	18.22	52	47.10	48.03	18	19.16	33.75
All Grades	31	33.74	18.22	52	47.10	48.03	18	19.16	33.75

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 8			*			*			*
Grade 11	27	31.46	19.05	59	55.36	57.56	14	13.18	23.40
All Grades	27	31.46	19.05	59	55.36	57.56	14	13.18	23.40

Conclusions based on this data:

1. A three-year comparison of CAASPP/SBAC data indicates that Thousand Oaks High School (TOHS) students were performing above the State, County, and District level in English language arts (ELA) until 2017. In the Spring of 2018, assessment data indicate a precipitous drop in all areas. Follow-up surveys with tested students indicate that many students did not take the test seriously. Students were under the impression that the CAASPP and CAST tests had no ramification on their graduation status or future college and career plans. Additionally, students noted that given the timing of the tests (wedged in between AP tests and finals) they feel that they would rather focus their time and energy on their AP tests and finals. Faculty and staff do not feel the 17-18 scores were a clear reflection of the teaching and learning that took place at the school during the 2017-2018 school years.

A three-year comparison of this performance reveal the following data from 2016 to the 2018 CAASPP/SBAC administration:

MATHEMATICS:

Mean Scale Score:

Spring 2016 - 2636.7

Spring 2017 - 2639.5

Spring 2018 - 2598.3

Overall Achievement in the % Exceeding or Meeting the State Standard:

Spring 2016 - 59%

Spring 2017 - 59%

Spring 2018 - 42%

CLUSTER DATA in the % Exceeding or Meeting the State Standard:

Concepts & Procedures - "Applying mathematical concepts and procedures" - % Exceeding or Meeting the State Standard:

Spring 2016 - 75%

Spring 2017 - 73.6%

Spring 2018 - 62.9%

Problem Solving & Modeling/Data Analysis - "Using appropriate tools and strategies to solve real world and mathematical problems" - % Exceeding or Meeting the State Standard:

Spring 2016 - 83%

Spring 2017 - 81%

Spring 2018 - 66.3%

Communicating Reasoning

"Demonstrating ability to support mathematical conclusions" - % Exceeding or Meeting the State Standard:

Spring 2016 - 86%

Spring 2017 - 86.9%

Spring 2018 - 76.6%

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1527.3	1525.3	1528.6	14
Grade 10	1522.3	1510.9	1533.0	20
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				49

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	14
Grade 10	*	*	*	*	*	*	*	*	20
Grade 11	*	*			*	*	*	*	*
Grade 12	*	*	*	*	*	*			*
All Grades	12	24.49	14	28.57	*	*	16	32.65	49

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*			*	*	*	*	14
Grade 10	*	*	*	*	*	*	*	*	20
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*					*
All Grades	23	46.94	*	*	*	*	13	26.53	49

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*	*	*	*	*	14
Grade 10	*	*	*	*	*	*	*	*	20
Grade 11			*	*	*	*	*	*	*
Grade 12			*	*	*	*			*
All Grades	*	*	12	24.49	14	28.57	21	42.86	49

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. Given that ELPAC is new to us, it is hard to gauge the overall quality of our instructional program based on this one measure. Future administrations will be able to yield much more information.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Single Plan for Student Achievement

LEA/LCAP GOAL:

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

SCHOOL GOAL #1:

: TOHS will increase the number of students who are college and career ready by enhancing the culture and conditions that optimize learning for all students, maximizing all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention, increase enrollment in courses articulated with VCCCD.

Data Used to Form this Goal:

- * ACT and SAT data, longitudinal
- * AP Data, Longitudinal
- * CAASSPP Data for Math, English Language Arts, longitudinal
- * Enrollment in CTE Course offerings
- * Enrollment in UC/CSU "a-g" approved courses (56.6% in 17-18)
- * EThOS, Majors program, Center Enrollment and Completion data
- * PSAT Participation, longitudinal
- * Dis-aggregated D/F grade data, longitudinal
- * 2018 CAASPP data dis-aggregated by ethnicity and language fluency level in both English language arts and mathematics
- * Data from various local formative, interim, and summative assessments (SRI, iLit, IPT, etc) that are provided throughout the year
- * Advanced Placement Data, longitudinal
- * MTSS Student and Teacher Survey results
- * Enrollment in Cyber High
- * Tutoring attendance
- * Senior Exit Survey results
- * Data from AVID
- * Analyze grades of all student and dis-aggregated by sex, ethnicity, EL level, socio-economic status
- * LRE Data from SIRAS

Findings from the Analysis of this Data:

- * The participation and completion rate in the Majors program remains steady. In 2017-2018, 253 students participated in 2017-2018 and 80 students completed the program in 10 career industries in 2018, that's 13% of the graduating class.
- * PSAT Data
- * Participation in EThOS has remained at 220 students, which the program's maximum occupancy.* In 2017/2018, 1,533 AP exams were taken, representing a 4% increase from the previous year. 65.88% of AP test takers earned a score of 3 or higher. That's an increase of 2% in the number of successful AP test outcomes per student.
- * In 2017-2018, 55.6% of 11th grade students met or exceeded standards on the SBAC exam. That represents a 15.2% decline from the previous year.
- * In 2017-2018, 41.9% of 11th grade students met or exceeded standards on the SBAC exam. That represents a 15.4% decline from the previous year.
- * In 2017-2018, Students identified as either EL (English Learner) or RFEP (Reclassified Fluent English Proficient) performed at level lower than EO (English Only) or IFEP (Initially Fluent English Proficient). In 17-18, the average performance level (1-4) for an EL student was a 1.4 on the math test and 1 on the ELA test. In the same year, RFEP students averaged 1.9 on the math test and 2.2 on the ELA Test. English Only students averaged 2.4 on the math test and 2.6 on the ELA test.
- * CTE course/program enrollment remains steady. In 2017-2018, 36% of our students body were enrolled in a CTE or ROP program. At the beginning of the 2018-2019 school year, the enrollment in the same program grew 2.5% to 38.5%.
- * 48 students graduated from The Center for Advanced Studies and Research In the spring of 2018. At the beginning of the 2018-2019 school year, 137 students were enrolled in the Center.
- * Data from the 2018 CAASPP test indicate that EL and RFEP students perform at substantially lower levels in mathematics and English Language Arts than English Only or IFEP students.
- * As of October, 2018, only 31% of students with disabilities at Thousand Oaks High School were in general education classes 80% or more of the time.

How the School will Evaluate the Progress of this Goal:

- * The number of students who take AP tests will increase by 3% in 2018-2019.
- * The number of successful AP outcomes per student will increase by 3% in 2018-2019.
- * The number of students taking the PSAT will increase by 5% in 2018-2019
- * ETHOS and Majors program participation will increase by 3% in 2018-2019
- * The percentage of TOHS who enroll students in the Center will remain steady in 2018-2019.
- * Whole School SBAC scores will increase 5% in Mathematics
- * Whole School SBAC scores will increase 5% in ELA
- * EL Students will increase average performance level on the ELA and Math SBAC tests by 10%
- * RFEP Students will increase average performance level on the ELA and Math SBAC test by 10%
- * The number of students who graduate “a-g” compliant in 2018-2019 will increase by 5%
- * EL students will see 5% increase in ELPAC scores
- * The percentage of students with disabilities who are in general education classes 80% or more of the school day will be increased by 10% this year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing	Implemented in May 2017 and ongoing	Teachers Administration	60 days of release time to attend content area conferences and to share the conference experiences with other staff members	1000-1999: Certificated Personnel Salaries	OTRM	7200
	1000-1999: Certificated Personnel Salaries					
	Ongoing and as needed			60 days of release time for collaboration and development of rubrics, benchmark assessments, formative – interim – summative assessments, and intervention strategies with an emphasis on the development of strategies that support student attainment and achievement of the CCSS/NGSS	1000-1999: Certificated Personnel Salaries	OPGR
	Ongoing and as needed.					
	Ongoing and as needed.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Ongoing and as needed.		Other staff development opportunities as determined by student need, which require conference fees and other expenses such as travel and accommodations with an emphasis of examining CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	OTRM	5000
	Ongoing and as needed		Provide faculty and staff with training in Google Classroom utilizing Chromebooks, and Assessment by iO Education to access and monitor student performance on benchmark and performance assessments.	5800: Professional/Consulting Services And Operating Expenditures	OPGR	1000
	Ongoing and as needed		Provide staff with access to copiers as they update curriculum to meet the CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	OCBG	38000
	Ongoing and as needed		Provide staff with access to copiers as they update curriculum to meet the CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	OPGR	2320
			Provide staff with access to copiers as they update curriculum to meet the CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	Instruction	2000
			Provide interested science teachers with subscriptions to online Gizmo labs.	5800: Professional/Consulting Services And Operating Expenditures	Instruction	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide students an in-depth process to investigate and develop a 10-year College and Career Plan as part of their College and Career Seminar course.	Ongoing	Teachers Administration	Teachers will be provided release time to attend a professional development conference on the "Get Focused/ Stay Focused" program which will provide curriculum & instructional strategies to help guide student through an in-depth process to develop a well thought out 10 year college and career plan.	1000-1999: Certificated Personnel Salaries	None Specified	
Continue with the TOHS Tutoring Program to include the hiring of a tutoring coordinator (fall of 2018) f to operate this program up to four (4) days per week for up to 2 hours per/session.	2018-2019 School Year	Administration Faculty SSC approved & funded	Continue to provide an after school tutoring program, up to four days each week, supervised by adult and college age tutors.		OPGR	9000
Provide student accessibility and ongoing training in Naviance	Ongoing	Counselors Administration	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued articulation with the Ventura County Community College District (VCCCD) & Moorpark College (MC) to expand offerings	Ongoing	Administration	Work with the VCCCD personnel to identify college courses that may be offered for dual (high school and VCCCD) credit at TOHS. Statistics course continues to be offered and TOHS is expanding to other courses.	None Specified	None Specified	0
Annually increase the participation rate of TOHS students taking the PSAT by offering it during the school day.	Ongoing	Administration, Counselors College & Career Center personnel Teachers	Through informational meetings the number of students completing the SAT/PSAT will increase while providing students with SAT/PSAT Prep courses sponsored by TOHS.	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 the EThOS or a Major will be maintained or will increase	Annually	Career Ed. Coordinator Administration Counselors Teachers	The percentage of seniors completing Majors programs as compared to the previous school year will increase annually.	None Specified	None Specified	0
			Maintain maximum enrollment capacity in the EThOS Academy	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 increase the enrollment in CTE and Pathway courses	Ongoing	API Counselors Career Education Coordinator Teachers	Increase the enrollment numbers (students and sections) in all CTE and VC Innovates Pathway courses through on-campus CTE Showcase and information meetings.	None Specified	None Specified	0
Annually assess and inventory all available technology (software and hardware) to ensure students [have access to] and are efficient users of 21st century technology	Ongoing	Site Tech Administration	Inventory all facets of the TOHS technology in order to update all hardware as needed (Measure I bond), and keep all software licenses current including Turntin and Ebscohost. (OCBG).	5000-5999: Services And Other Operating Expenditures	OCBG	12000
			Provide students access to printers in the library to print student generated class assignments.		Instruction	1000
			Acquire software to allow library staff to monitor printing jobs.		Instruction	2000
Increase participation of EThOS students in available Honors/AP courses	Ongoing	Administration EThOS Staff Counselors	The percentage of students currently enrolled in an honors or AP who enroll in the EThOS program will increase			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a new math course that will lead to more students becoming "a-g" compliant	Spring, 2019	Administration Math faculty	Admin and staff will explore the possibility of adding either Intro to Data Science to the master schedule. Funds will be used to provide required training as well as proprietary technology and data.		Instruction	15810
Identify, monitor and support EL 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 Coordinator will collaborate with API and LAT to identify at-risk EL students by reviewing standardized test scores (SBAC), ELPAC results, grades, and teacher feedback.			0
			EL Coordinator 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		EIA Funds	1000
			Provide all Language Acquisition Team (LAT) Members with training on the ELlevation program in order to assure an effective and efficient LAT process		EIA Funds	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			One-on-one and small group meetings between EL Coordinator, EL students, EL counselor and parent when available to provide information regarding reclassification criteria			0
			Continue to increase the EL parent participation in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC			0
			Provide staff with professional development workshops and training. To include conference fees and associated costs		5EEF	1000
Explore the development and implementation of a Multi-Tier System of Supports (MTSS) to address the academic and social/emotional needs of all students.	2018-2019 School Year	All faculty and staff	Faculty and staff will engage in a thorough study of the feasibility of implementing one of several MTSS models.			0
Provide credit recovery as an intervention to alternative education	2018-2019 School Year	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		Instruction	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide intervention in multiple subject areas as follows:</p> <p>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</p> <p>Provide re-teaching and support for Spanish 1 students one day per week.</p>	2018-2019 School Year	Administration Faculty SSC approval & funding	<p>Establish the following interventions:</p> <ul style="list-style-type: none"> Math – re-teaching of major concepts prior to and/or following chapter or unit exams that may lead to remediation and grade boost World Language - re-teaching and support for Spanish 1 students. 		OPGR	15000
Lunch time Library Supervision	2018-2019 School Year	Administration Faculty	Provide library lunch time supervision for students who need a place to study and/or conduct research		OPGR	2000
Increase the percentage of time that students with disabilities are in general education classes by 10%.	2018-2019 School Year	Administration Faculty	Three additional co-taught classes (co-taught with a special education and a general education teacher) will be added to the master schedule in order to replace basic level social studies and science classes.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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.			0
Maintain current graduation rate for students with disabilities	2018-2019 School Year	Administration Faculty Counselors Special Education Specialists	Continue efforts to provide early intervention for students with disabilities who are offline for graduation			0
			Continue to provide wrap around services with counselors and specialists in order to ensure students with disabilities are provided academic support as frequently as needed.			0
			Continue to provide opportunities for students with disabilities to remediate credit when needed.			0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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
SCHOOL GOAL #2:
TOHS will provide its teachers with professional development opportunities aligned with designated target areas to improve instruction for all students during the 2018-2019 school year.
Data Used to Form this Goal:
<ul style="list-style-type: none">* CAASPP Data, 2017, 2018* CAST Data, 2018* Advanced Placement exams results, 2010 - 2018* Thousand Oaks High School School Culture Survey Responses from 2015-2018* D/F Lists, 2018-2019* Leadership Meeting Minutes, 2018

Findings from the Analysis of this Data:

- * CAASPP
- * ELA scores decreased by 26 points overall.
- * ELA English Learners' scores decreased by 39 points.
- * ELA scores among SES students decreased by 33 points.
- * Math scores decreased by 17 points overall.
- * Math scores among ELL students decreased by 20 points.
- * CAST
- * 93.27% of students assessed last year scored at Level 2 (emerging), 6.73% at Level 1 (basic) and 0% of students at Level 3 (mastered).
- * Advanced Placement exams results
- * Lowest AP passage rate among the traditional high schools in the district
- * TOHS School Culture Survey Responses from 2015-2018
- * Approximately a quarter of the students feel that their teachers fail to utilize a variety of teaching methods in the classroom.
- * 42-47% of students reported that their teachers adjust their lessons based on students' level of understanding either rarely or never.
- * D/F List
- * Approximately one-third of the students received a D or an F in their progress report cards during the first semester.
- * WASC Teacher Survey
- * 67% of teachers have implemented common assessment and common learning experiences in the last three years.

How the School will Evaluate the Progress of this Goal:

- * D/F list decreases by 5% per quarter.
- * Teachers will work to create Multi-Tier Support System (MTSS) that supports students' academic and social-emotional needs.
- * The number of teachers who implement common assessments and learning activities will increase by 10%.
- * Students' ratings of their teachers' use of a variety of teaching skills and lesson modifications will increase by 5% (as evidenced by the 2019 School Culture Survey).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement a system of Instructional Rounds	Ongoing	Principal	Two groups of up to six teachers will visit classrooms 6 times a year in order to observe best practices.	1000-1999: Certificated Personnel Salaries	Instruction	7200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and support EL students who require SBAC intervention and ELPAC support, on-going	Ongoing	Language Acquisition Team (LAT) including: <ul style="list-style-type: none"> • API • EL Counselor • EL Coordinator • EL Facilitator • EL teachers • Principal 	EL Coordinator will collaborate with API and LAT to identify at-risk EL students by reviewing standardized test scores (SBAC), CELDT results, grades, and teacher feedback.	None Specified	None Specified	0
			EL Coordinator 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. TOU prep time, presentations, and release time.	5800: Professional/Consulting Services And Operating Expenditures	EIA Funds	500
			Provide all Language Acquisition Team (LAT) Members with training on the ELlevation program in order to assure an effective and efficient LAT process.	5800: Professional/Consulting Services And Operating Expenditures	EIA Funds	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide EL students with information regarding reclassification criteria in an effort to positively impact this rate. February 2018.	Ongoing	EL Coordinator EL Facilitator EL Faculty Counselors	One-on-one and small group meetings between EL Coordinator, EL students, EL counselor and parent when available to provide information regarding reclassification criteria, on an on-going basis.	None Specified	None Specified	0
	By December 2017 and ongoing		Create a student support program that links current level 3 or lower EL students with reclassified EL students who will serve as academic peer mentors	4000-4999: Books And Supplies	EIA Funds	200
	Ongoing		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
	Ongoing		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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support a school culture that encourages EL students to pursue curricular and co-curricular participation; ongoing.	By September of each year, assuming ASB approval is attained.	AP of Activities ASB Advisors & students Athletic Director Coaches Club Advisors & sponsors EL Counselor EL Coordinator EL Faculty All counselors	Continue to provide at-risk EL, (up to 50 students) with Student Activity Cards (SAC) for the fall of 2017, and provide a calendar of events in order to increase EL participation at school-wide activities.	4000-4999: Books And Supplies	None Specified	0
			Continue to connect at-risk EL students with EL Link Crew and Lunch Bunch leaders who can provide academic and social support.	None Specified	None Specified	0
Continue to increase parent involvement through consistent communication and engagement on an ongoing basis.	Ongoing	EL Counselor EL Coordinator EL Faculty API ELAC Chair	Provide child care at ELAC meetings. Continue to increase the EL parent participation in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC	5800: Professional/Consulting Services And Operating Expenditures	EIA Funds	200
Support EL students by providing upgraded classroom technology, ongoing.	Ongoing and as needed	API EL Coordinator	Purchase technology that will support the learning needs of EL students to include upgraded tablets, laptops that include headphones for use with Rosetta Stone	4000-4999: Books And Supplies	EIA Funds	340

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	District Funded	1000
Purchase EL materials that are CCSS aligned.	Ongoing and as needed	EL Coordinator EL teachers API	Purchase EL materials that support the CCSS and enhance student learning.	4000-4999: Books And Supplies	EIA Funds	300
Continue to provide funding for copy costs associated with all EL and SDAIE classes.	Ongoing	EL and SDAIE teachers API	Copy costs to duplicate classroom materials that are CCSS aligned and support the EL student	5000-5999: Services And Other Operating Expenditures	OCBG	1000
Continue to provide an on-line credit recovery program for EL students	Ongoing	Cyber High teacher EL Counselor EL Faculty API	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)	4000-4999: Books And Supplies	OPGR	1200
Provide EL and content area teachers with specific training to meet the needs of EL students through improved instruction	Ongoing	Administration Teachers EL Coordinator	Provide staff with professional development workshops and training. To include conference fees and associated costs Provide staff with professional development workshops and training. To include conference fees and associated costs	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	EIA Funds OTRM	200 1200

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Single Plan for Student Achievement
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
SCHOOL GOAL #3:
- TOHS will utilize various communication methods that will offer all parents and stakeholders opportunities to meaningfully participate in the TOHS community.
Data Used to Form this Goal:
<ul style="list-style-type: none">* Student and parent survey, 2015-2019* D-F list, 2018-2019* AP exam results, 2010 - 2018* Survey and anecdotal data collected from staff, 2017-2019* Anecdotal data collected from parents, 2016-2019* California Healthy Kids Survey, 2015
Findings from the Analysis of this Data:
<ul style="list-style-type: none">* All school communication needs to be sent in Spanish and English (especially communication related to emergency situations)* Involvement in some parent groups is sagging* Parents should have an opportunity to have "face to face" time with the Principal* Parents are coming to rely on digital communication more and more* Parents are expressing frustration with the new volunteer requirements* Daily announcements are not currently an effective means of communication to students

How the School will Evaluate the Progress of this Goal:

- * Teacher and parent survey Data
- * Attendance at Parent Meetings
- * Numbers of volunteers
- * Number of views of newsletter

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of Remind App	Ongoing	Principal	With the Remind App, the school can text important information to staff and students quickly and efficiently.	None Specified	None Specified	0
Place links to DAC, SEDAC, ELAC, Gate-DAC on the school website	Spring, 2019	Administration CVUSD Communications	Through the addition of an “-AC List” on the school website, staff, students and parents will be able to quickly access important information.	None Specified	None Specified	0
Organize and Manage quarterly TOHS meetings with the Principal (townhall style)	Spring, 2019 Ongoing	Administration	Four times a year, parents will be invited to “Bagels with Bergmann,” a town hall-style information meeting on important matters related to the school.		Instruction	600
Increase attendance at ELAC Meetings through translated mailers, emails, and all calls in Spanish. Involve English Language (EL) facilitator	Ongoing	Administration EL Faculty	ELAC meetings will see an increase in the number of families who attend		EIA Funds	500
Volunteer Appreciation gala or extravaganza	Spring, 2019	Administration Office Staff PTSA	In the 4th quarter of the school year, all volunteers will be invited to the school for a “thank-you” event.		Instruction	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Organize and deliver an Advanced Placement (AP) Boot Camp for all Students and parents who be taking AP classes for the first time	Planning in spring 2019, Implementation in the fall	Administration AP Faculty	New AP students and parents will be invited to an evening function where they will learn more about AP classes. Initially, the event will take place in the fall of 2019. For subsequent school years, we will schedule the event for March of each year.		Instruction	500
Replace or refurbish the existing school marquee.	TBA	Administration		6000-6999: Capital Outlay	Other	35000
Improve summer mailing	Spring, 2019 Ongoing	Administration Office Staff	Create an easy checklist of forms needed to complete in packet that will be needed for registration. This will make the packet user friendly and ensure proper forms are completed. Include Special Education District Advisory Committee (SEDAC) opt-in for information for Special Education parents from SEDAC representative	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
Reevaluate daily announcements in class for students. Make announcements easier to find on website.	Spring, 2019	Administration ASB Class ASB Advisor CVUSD Communications	Have staff make it a priority to have students listen to announcements for 5th period. Staff should repeat key aspects of the announcements. Additionally, the campus wide speaker system should be considered for an upgrade	None Specified	None Specified	0
Improve communication regarding importance of improved testing scores with students and parents.	Spring, 2019 Ongoing	Administration	Administration will speak to every 11th grade English class in order to relay the importance of doing well on the CAASPP test. Link Crew will give out "motivational munchies" during the exams.	None Specified	None Specified	0
Emergency communications in Spanish as well as English. Verify that contact information is correct for Spanish speaking families.	Spring, 2019	Administration	Designate a liaison who can send emergency information to parents who speak Spanish	None Specified	None Specified	0
Create and deliver a monthly Newsletter (Greensheet) for TOHS parents and students through email in English, Spanish, and regular mail. Consider redeveloping TOHS portion of CVUSD mobile application for phone (App).	Ongoing	Principal	The TOHS GreenSheet will be sent out at the beginning of each month. The Newsletter will be available in multiple languages.	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
Meeting in Spanish before Back to School Night (BTSN) for pertinent information.	Fall, 2019	Administration EL Faculty	Pertinent information will be delivered to our Spanish speaking families prior to the 2019 Back to School Night		0860	500
Consider the creation of a special education meeting before BTSN meeting.	Fall, 2019	Administration SpEd Faculty	Pertinent information will be delivered to families of SpEd students prior to the 2019 Back to School Night		Special Education	500
Volunteer Registration Fair- host sign up fair to help volunteers fill out compliance paperwork.	Spring, 2019 Ongoing	Administration PTSA	A cluster-wide volunteer registration fair will be set up in order to facilitate the volunteer onboarding process. Outside vendors will be on hand to conduct Livescan, TB clearance, etc		OCBG	500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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
SCHOOL GOAL #4:
TOHS will provide its staff and students a safe, supportive, inclusive environment with opportunities to become connected to campus programs.
Data Used to Form this Goal:
CA Healthy Kids Survey Student and Teacher School Culture Survey Results Tutoring Attendance records - afterschool and reteaching opportunities School Attendance Data Athletic interest survey data College and Career Center participation data - Learn at Lunch, Inservices Extracurricular and club participation data ASB Student Activity Card purchase data Enrollment in Peer Mentoring Class Attendance to Lunch Bunch ETHOS, Majors, The Center, and AVID program participation Senior Exit Survey Results

Findings from the Analysis of this Data:

1785 students and 30 teachers participated in the School Culture Survey. 30% of students did not feel connected to campus and 56% did not feel like their voice was listened to on a regular basis.

In the School Culture Survey, students reported there are support programs available on campus but 61% have not participated in these programs. Survey results helped inspire newly developed student emotional and social support programs and PD for educators in an effort to publicize and modify existing programs to meet needs of students.

Out of 2,215 students, 1,205 participated in athletics in 2017-18

There are 80 clubs that meet at lunchtime for students to engage in areas of interest such as community service, art, world language, science, social activism, and leadership. Peer Mentor’s Lunch Bunch attendance averaged 43 students a day for their lunch time social support.

In 2017-18, 80 students in the graduating class successfully completed a Major’s Program in one of the 10 career pathways.

TOHS added Advanced (7 students) and Beginning (15 students) Peer Mentoring classes to course offerings in an effort to provide social support for student body and improve campus culture through year-long activities.

51 students participate in ASB with the motto of “Accept, Involve, Inspire”.

Enrollment in Ethos and the Center classes have remained constant.

64 students from TOHS participated in social/emotional support services through the BreakThrough Program. 54 were referred by TOHS Administration and 7 were referred by their parents.

How the School will Evaluate the Progress of this Goal:

Analyze student participation in extracurricular athletics, performing arts, and clubs.

CTE course offerings and program participation rates will maintain or increase as course availability increases.

ETHOS and Majors program participation rates will maintain or increase.

The Center for Advanced Studies and Research participation will remain constant.

Enrollment in Peer Mentoring class will be representative of our student body and provide programs throughout the campus to promote social and emotional well-being

Analyze Lunch Bunch attendance and participation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Peer Mentoring “Lunch Bunch” Intervention targeted at students who are not yet connected to a club or other schoolwide activity	Ongoing	Peer Mentoring Teacher Peer Mentors	Provide funds for materials, games, crafts, snacks, incentives, and monthly celebrations; and conduct campus sweeps to invite students to attend events.		OPGR	500
Guest Speaker- Joe Beckman, to raise student awareness about myriad issues students face - making connections	February, 2019	Administration Faculty PTSA	Speaker will be brought in order to discuss the importance of human connections	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue student support through Link Crew	Ongoing	Link Crew Advisor and students ASB Advisor	Link Crew lunch-time peer support ASB and Link Crew Lancer Launch to include training and summer program		OCBG	3700
Student Assistance Resources	Ongoing , starting in September 2018	BreakThrough VCOE CLU Counseling Dept Peer Mentors Link Crew Administration Counselors Faculty and Staff District Office Personnel	Program to coordinate all services: BreakThrough, TOHS Counselors, CLU Counseling Dept, Counseling Interns, Peer Mentors, oncampus mental health counselors, other community agencies to meet student social and emotional needs			0
Continuing Peer Mentoring Class	Fall 2018	Administration Counselors Class Advisor	Funding to support Peer Mentors to assist other students. Period allocation for Peer Mentor teacher	0001-0999: Unrestricted: Locally Defined 1000-1999: Certificated Personnel Salaries		
Peer Mentors and Counselors Presentations in the classroom	Spring 2019	Peer Mentors Counselors Counseling Interns	Presentations to students in grades 9-12 to discuss and present support services available to all students and strategies for success	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	Ongoing	Administration, specifically Principal and AP of Student Welfare and	Provide salary for Campus Supervisors during school hours and school events	2000-2999: Classified Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
emotionally supported and physically safe		Attendance Campus Supervisors	Benefits for Campus Supervisors as listed above Materials and supplies to operate the department as well as emergency supplies, golf cart and a new	3000-3999: Employee Benefits 4000-4999: Books And Supplies		
Continue to increase the enrollment in CTE and Pathway courses	Ongoing	API Counselors Career Education Coordinator Teachers	Increase enrollment (students and sections) in all CTE and VC Innovates Pathway courses through informational meetings and CTE showcase	None Specified	None Specified	0
Provide EL students with information regarding school wide programs and opportunities to become connected to campus	Ongoing	EL Coordinator EL Facilitator EL Faculty Counselors Peer Mentors	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
Continue to support a school culture that encourages EL students to pursue curricular and co-curricular participation	Ongoing	AP of Activities ASB Athletic Director Club Advisors EL Coordinator EL Facilitator EL Faculty Counselors Peer Mentors	Continue to provide at-risk EL students with Student Activity Cards for Spring 2019 in order to increase student participation in school-wide activities Continue to connect at-risk EL students with EL Link Crew and Lunch Bunch leaders who can provide positive academic and social support - funds to offer celebrations and monthly gatherings			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enolve Training for ASB Class	Fall, 2018	Principal Asst Principal - Activities ASB Advisor ASB Class	Provide consultative services to improve school culture and connectedness for ASB on campus		Instruction	5000
Reduce student suspension rates	Ongoing	Administration	Student Campus Connection Plan - students meet with admin/counselor/teacher to determine how they will positively connect to campus			0
Counselors and Peer Mentors facilitate small group support sessions for students	Spring 2019	Administration Peer Mentors BreakThrough Counselors	Provide small group sessions to at-risk students to focus on social and emotional wellness			0
60 Second Recharge and campus mindfulness campaign	Fall, 2019	Counselors Administration Peer Mentors	Strategies to destress and build mindfulness to improve social and emotional wellness			0
Create additional opportunities for Special Education students to socially interact with general education students	Ongoing	Counselors Administration Peer Mentors Club Advisors	Peer Mentors will host Autism Class once a month for a celebration, Sports Club meets once a week to bring students of all abilities together, Autism Awareness Club meets once a week			0
Counseling Website Resources	Ongoing	Counselors Administration	Resources for time management, stress, strategies for success			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Safety Committee	Ongoing	Administration AP in charge of Student Welfare and Safety Teachers on Committee	Identify needs of campus to ensure student and staff safety in emergency and day-to-day operations			0
Campus Culture Makeover	Spring, 2019	Peer Mentors	Redesign bathrooms and paint murals to reinforce positive social and emotional wellness	0000: Unrestricted	Parent-Teacher Association (PTA)	500
Sandy Hook Promise Implementation	Fall, 2019	Administration AP in charge of Student Welfare and Safety Teachers Counselors Peer Mentors Students	Encourage students to report any student welfare or safety concerns to teachers or the administration			0
Integrated Club events to promote school involvement for all students	Ongoing	ASB Administration Club Advisors	Club Hello Day to advertise lunch time clubs and student programs.			0
			Student Senate to increase communication and brainstorm strategies to improve campus connections			0
Continue and expand the AVID program	Ongoing	Counselors Administration AVID-trained teachers	Instruct and inspire AVID students to gain strategies for academic and social/emotional success		District Funded	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Campus-wide effort to advertise and increase PR for clubs and programs to create student connections	Ongoing	Administration Teachers ASB Peer Mentors	Teachers and staff will reference survey results to demonstrate student opinion are heard and enact improvements on campus			0
Continue to support a school culture that keeps students with disabilities connected and involved.	Ongoing	Administration Teachers ASB	The school will continue to support the Sparkles cheer club The school will support involvement in sports club that competes in a unified sports league ASB Leadership will include students from self-contained classes in our rallies ASB will host Dream Week for our Autism classes			0

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in college and career readiness.
SCHOOL GOAL #1:
TOHS will increase the number of students who are college and career ready by enhancing the culture and conditions that optimize learning for all students, maximizing all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention, increase enrollment in courses articulated with VCCCD.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff			Salary and Benefits		SEP	8000.00
Support Staff			Salary and Benefits		OCBG	750.00
Professional Development			Conference & Travel Fees associated with conferences, travel, lodging and the like		SEP	5,000.00
					SEEF	6,000.00
					OCBG	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials, supplies, technology, leases			Materials, copy costs		OCBG	30,000.00
			Copy costs (lease and supplies)		OPGR	10,000.00
			Consumables, materials		OCBG	2,500.00
			Technology equipment		OCBG	12,000.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:
TOHS will provide its teachers with professional development opportunities aligned with designated target areas to improve instruction for all students during the 2018-2019 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff			Salary and Benefits		EIA Funds	4171.23
Support Staff			Salary and Benefits		EIA Funds	32,588.01
Professional Development			Conference & Travel Fees associated with conferences, travel, lodging and the like		EIA Funds	2,369.43
Materials, supplies, technology, leases, ELAC Meeting expenses			Materials, Copy costs		EIA Funds	2,000.00
			Copy costs & supplies		EIA Funds	500.00
			Refreshments for ELAC		EIA Funds	2,250.00
			Purchase SAC for EL's		EIA Funds	1,200.00
			Technology Purchases		EIA Funds	2,500.00
			Cyber High Licenses		EIA Funds	1,600.00

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:
TOHS will utilize various communication methods that will offer all parents and stakeholders opportunities to meaningfully participate in the TOHS community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff			Salary and Benefits		OSEP	2500
			Release time for teacher conferences			
					5EEF	3000
					OPGR	1500
			Link Crew Staffing		OSEP	9000
			English "Writing Lab"		OPGR	4000
		Math/Science Support		OTPG	4000	
Support Staff			After-School Tutors		003R	7000
			Lunch Time support		OTPG	7000
			using Student Teachers		OTPG	4000
Materials, supplies, technology, leases, ELAC Meeting expenses			Materials, copy costs		OTPG	6000
			Cyber High Licenses			

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:
TOHS will provide its staff and students a safe, supportive, inclusive environment with opportunities to become connected to campus programs.

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	9000.00	9,000.00
OPGR	17584.00	-20,636.00
OTRM	15861.00	2,461.00
5EEF	6200.00	5,200.00
EIA Funds	5040.00	500.00
OCBG	59771.00	4,571.00
OSEP	16000.00	16,000.00
Parent-Teacher Association (PTA)	2,500	-1,500.00
School Safety and Violence Prevention	16,000.00	16,000.00
TPGR	18400.00	18,400.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	500.00
OPGR	38,220.00
OTRM	13,400.00
5EEF	1,000.00
District Funded	2,000.00
EIA Funds	4,540.00
Instruction	54,610.00
None Specified	0.00
OCBG	55,200.00
Other	35,000.00
Parent-Teacher Association (PTA)	4,000.00
Special Education	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	12,600.00
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	21,600.00
4000-4999: Books And Supplies	3,040.00
5000-5999: Services And Other Operating Expenditures	65,220.00
5800: Professional/Consulting Services And Operating	7,000.00
6000-6999: Capital Outlay	35,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	0860	500.00
	OPGR	17,500.00
	OPGR	9,000.00
1000-1999: Certificated Personnel Salaries	OPGR	7,200.00
4000-4999: Books And Supplies	OPGR	1,200.00
5000-5999: Services And Other Operating	OPGR	2,320.00
5800: Professional/Consulting Services And	OPGR	1,000.00
1000-1999: Certificated Personnel Salaries	OTRM	7,200.00
5000-5999: Services And Other Operating	OTRM	6,200.00
	5EEF	1,000.00
	District Funded	1,000.00
4000-4999: Books And Supplies	District Funded	1,000.00
	EIA Funds	2,000.00
	EIA Funds	500.00
4000-4999: Books And Supplies	EIA Funds	840.00
5000-5999: Services And Other Operating	EIA Funds	200.00
5800: Professional/Consulting Services And	EIA Funds	1,000.00
	Instruction	38,810.00
	Instruction	1,600.00
1000-1999: Certificated Personnel Salaries	Instruction	7,200.00
5000-5999: Services And Other Operating	Instruction	2,000.00
5800: Professional/Consulting Services And	Instruction	5,000.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
	OCBG	3,700.00
	OCBG	500.00
5000-5999: Services And Other Operating	OCBG	51,000.00
6000-6999: Capital Outlay	Other	35,000.00
0000: Unrestricted	Parent-Teacher Association (PTA)	500.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	3,500.00
	Special Education	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,530.00
Goal 2	13,640.00
Goal 3	38,600.00
Goal 4	14,200.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Eric Bergmann	X				
Ms. Marty Crawford		X			
Ms. Joanna Burns, Vice Chair		X			
Ms. Sarah Burns		X			
Ms. Ashley Cooper		X			
Ms. Valerie Stillwell		X			
Ms. Veronica Bass		X			
Ms. Sandra Martinez-Galvan		X			
Ms. Melissa Wood-Glusac		X			
Ms. Danielle Oliveri, Assistant			X		
Ms. Kelly Ross, Counselor			X		
Ms. Cindy Mayling, Chair				X	
Ms. Joy Springer				X	
Ms. Liane Olin				X	
Ms. Heather Scott				X	
Mr. Paul Rauch				X	
Mr. Silas Nesheiwat				X	
Ms. Olivia Birg, ASB President					X
Ms. Abigail Garcia, Link Crew/Peer					X
Mr. Lucien Luc, VPA					X
Ms. Savannah Graham, Athletics					X
Ms. Zabrina Berry, ETHOS/CTE					X
Mr. Dominic Malilay, the Center					X
Numbers of members of each	1	8	2	6	6

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
Conejo Schools Foundation Representative

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on January 29, 2019.

Attested:

<p>_____ Dr. Eric Bergmann Typed Name of School Principal</p>	<p> _____ Signature of School Principal</p>	<p><u>4/10/19</u> _____ Date</p>
<p>_____ Ms. Cindy Mayling Typed Name of SSC Chairperson</p>	<p> _____ Signature of SSC Chairperson</p>	<p><u>4/10/19</u> _____ Date</p>

Budget By Expenditures

Thousand Oaks High School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
The percentage of students currently enrolled in an honors or AP who enroll in the EThOS program will increase		\$0.00	Single Plan for Student Achievement	Increase participation of EThOS students in available Honors/AP courses
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: 0860 **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Pertinent information will be delivered to our Spanish speaking families prior to the 2019 Back to School Night		\$500.00	Single Plan for Student Achievement	Meeting in Spanish before Back to School Night (BTSN) for pertinent information.
0860 Total Expenditures:		\$500.00		
0860 Allocation Balance:		\$0.00		

Funding Source: OPGR **\$17,584.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funds for materials, games, crafts, snacks, incentives, and monthly celebrations; and conduct campus sweeps to invite students to attend events.		\$500.00	Single Plan for Student Achievement	Provide Peer Mentoring "Lunch Bunch" Intervention targeted at students who are not yet connected to a club or other schoolwide activity

Thousand Oaks High School

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)	4000-4999: Books And Supplies	\$1,200.00	Single Plan for Student Achievement	Continue to provide an on-line credit recovery program for EL students
Establish 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 • World Language - re-teaching and support for Spanish 1 students.		\$15,000.00	Single Plan for Student Achievement	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 Provide re-teaching and support for Spanish 1 students one day per week.
Provide library lunch time supervision for students who need a place to study and/or conduct research		\$2,000.00	Single Plan for Student Achievement	Lunch time Library Supervision
Continue to provide an after school tutoring program, up to four days each week, supervised by adult and college age tutors.		\$9,000.00	Single Plan for Student Achievement	Continue with the TOHS Tutoring Program to include the hiring of a tutoring coordinator (fall of 2018) f to operate this program up to four (4) days per week for up to 2 hours per/session.
60 days of release time for collaboration and development of rubrics, benchmark assessments, formative – interim – summative assessments, and intervention strategies with an emphasis on the development of strategies that support student attainment and achievement of the CCSS/NGSS	1000-1999: Certificated Personnel Salaries	\$7,200.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing
Provide faculty and staff with training in Google Classroom utilizing Chromebooks, and Assessment by iO Education to access and monitor student performance on benchmark and performance assessments.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing
Provide staff with access to copiers as they update curriculum to meet the CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	\$2,320.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing

Thousand Oaks High School

OPGR Total Expenditures: \$38,220.00

OPGR Allocation Balance: (\$20,636.00)

Funding Source: OTRM

\$15,861.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Other staff development opportunities as determined by student need, which require conference fees and other expenses such as travel and accommodations with an emphasis of examining CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing
Provide staff with professional development workshops and training. To include conference fees and associated costs	5000-5999: Services And Other Operating Expenditures	\$1,200.00	Single Plan for Student Achievement	Provide EL and content area teachers with specific training to meet the needs of EL students through improved instruction
	1000-1999: Certificated Personnel Salaries	\$7,200.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing

OTRM Total Expenditures: \$13,400.00

OTRM Allocation Balance: \$2,461.00

Funding Source: 5EEF

\$6,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide staff with professional development workshops and training. To include conference fees and associated costs		\$1,000.00	Single Plan for Student Achievement	Identify, monitor and support EL and RFEP students who require academic support and provide opportunities for small group support

Thousand Oaks High School

5EEF Total Expenditures: \$1,000.00

5EEF Allocation Balance: \$5,200.00

Funding Source: District Funded

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Instruct and inspire AVID students to gain strategies for academic and social/emotional success		\$1,000.00	Single Plan for Student Achievement	Continue and expand the AVID program
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	\$1,000.00	Single Plan for Student Achievement	Support EL students by providing upgraded classroom technology, ongoing.

District Funded Total Expenditures: \$2,000.00

District Funded Allocation Balance: \$0.00

Funding Source: EIA Funds

\$5,040.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase EL materials that support the CCSS and enhance student learning.	4000-4999: Books And Supplies	\$300.00	Single Plan for Student Achievement	Purchase EL materials that are CCSS aligned.
Provide child care at ELAC meetings. Continue to increase the EL parent participation in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC	5800: Professional/Consulting Services And Operating Expenditures	\$200.00	Single Plan for Student Achievement	Continue to increase parent involvement through consistent communication and engagement on an ongoing basis.
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	\$340.00	Single Plan for Student Achievement	Support EL students by providing upgraded classroom technology, ongoing.

Thousand Oaks High School

Provide staff with professional development workshops and training. To include conference fees and associated costs ELAC meetings will see an increase in the number of families who attend	5000-5999: Services And Other Operating Expenditures	\$200.00	Single Plan for Student Achievement	Provide EL and content area teachers with specific training to meet the needs of EL students through improved instruction
EL Coordinator 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. TOU prep time, presentations, and release time.	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Single Plan for Student Achievement	Increase attendance at ELAC Meetings through translated mailers, emails, and all calls in Spanish. Involve English Language (EL) facilitator
Provide all Language Acquisition Team (LAT) Members with training on the ELlevation program in order to assure an effective and efficient LAT process.	5800: Professional/Consulting Services And Operating Expenditures	\$300.00	Single Plan for Student Achievement	Identify and support EL students who require SBAC intervention and ELPAC support, on-going
Create a student support program that links current level 3 or lower EL students with reclassified EL students who will serve as academic peer mentors	4000-4999: Books And Supplies	\$200.00	Single Plan for Student Achievement	Provide EL students with information regarding reclassification criteria in an effort to positively impact this rate. February 2018.
EL Coordinator 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		\$1,000.00	Single Plan for Student Achievement	Identify, monitor and support EL and RFEP students who require academic support and provide opportunities for small group support
Provide all Language Acquisition Team (LAT) Members with training on the ELlevation program in order to assure an effective and efficient LAT process		\$1,000.00	Single Plan for Student Achievement	Identify, monitor and support EL and RFEP students who require academic support and provide opportunities for small group support
EIA Funds Total Expenditures:		\$4,540.00		
EIA Funds Allocation Balance:		\$500.00		

Thousand Oaks High School

Funding Source: Instruction

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Admin and staff will explore the possibility of adding either Intro to Data Science to the master schedule. Funds will be used to provide required training as well as proprietary technology and data.		\$15,810.00	Single Plan for Student Achievement	Implement a new math course that will lead to more students becoming "a-g" compliant
Two groups of up to six teachers will visit classrooms 6 times a year in order to observe best practices.	1000-1999: Certificated Personnel Salaries	\$7,200.00	Single Plan for Student Achievement	Develop and implement a system of Instructional Rounds
Provide credit recovery through Cyber High, or other provider as an intervention and alternative to Continuation school.		\$15,000.00	Single Plan for Student Achievement	Provide credit recovery as an intervention to alternative education
Provide credit recovery through Apex Online Learning				
Provide staff with access to copiers as they update curriculum to meet the CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing
Provide interested science teachers with subscriptions to online Gizmo labs.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing
Provide students access to printers in the library to print student generated class assignments.		\$1,000.00	Single Plan for Student Achievement	Annually assess and inventory all available technology (software and hardware) to ensure students [have access to] and are efficient users of 21st century technology
Acquire software to allow library staff to monitor printing jobs.		\$2,000.00	Single Plan for Student Achievement	Annually assess and inventory all available technology (software and hardware) to ensure students [have access to] and are efficient users of 21st century technology
In the 4th quarter of the school year, all volunteers will be invited to the school for a "thank-you" event.		\$500.00	Single Plan for Student Achievement	Volunteer Appreciation gala or extravaganza
New AP students and parents will be invited to an evening function where they will learn more about AP classes. Initially, the event will take place in the fall of 2019. For subsequent school years, we will schedule the event for March of each year.		\$500.00	Single Plan for Student Achievement	Organize and deliver an Advanced Placement (AP) Boot Camp for all Students and parents who be taking AP classes for the first time

Thousand Oaks High School

Provide consultative services to improve school culture and connectedness for ASB on campus

\$5,000.00

Single Plan for Student Achievement

Involve Training for ASB Class

Four times a year, parents will be invited to "Bagels with Bergmann," a town hall-style information meeting on important matters related to the school.

\$600.00

Single Plan for Student Achievement

Organize and Manage quarterly TOHS meetings with the Principal (townhall style)

Instruction Total Expenditures: \$54,610.00

Instruction Allocation Balance: \$0.00

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Presentations to students in grades 9-12 to discuss and present support services available to all students and strategies for success	None Specified	\$0.00	Single Plan for Student Achievement	Peer Mentors and Counselors Presentations in the classroom
Increase enrollment (students and sections) in all CTE and VC Innovates Pathway courses through informational meetings and CTE showcase	None Specified	\$0.00	Single Plan for Student Achievement	Continue to increase the enrollment in CTE and Pathway courses
Increase the number of opportunities to connect EL students with existing school programs such as EThOS, CTE, Majors, and Peer Mentoring	None Specified	\$0.00	Single Plan for Student Achievement	Provide EL students with information regarding school wide programs and opportunities to become connected to campus
Create an easy checklist of forms needed to complete in packet that will be needed for registration. This will make the packet user friendly and ensure proper forms are completed.	None Specified	\$0.00	Single Plan for Student Achievement	Improve summer mailing
Include Special Education District Advisory Committee (SEDAC) opt-in for information for Special Education parents from SEDAC representative				

Thousand Oaks High School

<p>Have staff make it a priority to have students listen to announcements for 5th period. Staff should repeat key aspects of the announcements. Additionally, the campus wide speaker system should be considered for an upgrade</p>	None Specified	\$0.00	Single Plan for Student Achievement	Reevaluate daily announcements in class for students. Make announcements easier to find on website.
<p>Administration will speak to every 11th grade English class in order to relay the importance of doing well on the CAASPP test.</p> <p>Link Crew will give out "motivational munchies" during the exams.</p>	None Specified	\$0.00	Single Plan for Student Achievement	Improve communication regarding importance of improved testing scores with students and parents.
<p>Designate a liaison who can send emergency information to parents who speak Spanish</p>	None Specified	\$0.00	Single Plan for Student Achievement	Emergency communications in Spanish as well as English. Verify that contact information is correct for Spanish speaking families.
<p>The TOHS GreenSheet will be sent out at the beginning of each month. The Newsletter will be available in multiple languages.</p>	None Specified	\$0.00	Single Plan for Student Achievement	Create and deliver a monthly Newsletter (Greensheet) for TOHS parents and students through email in English, Spanish, and regular mail. Consider redeveloping TOHS portion of CVUSD mobile application for phone (App).
<p>With the Remind App, the school can text important information to staff and students quickly and efficiently.</p>	None Specified	\$0.00	Single Plan for Student Achievement	Use of Remind App
<p>Through the addition of an "-AC List" on the school website, staff, students and parents will be able to quickly access important information.</p>	None Specified	\$0.00	Single Plan for Student Achievement	Place links to DAC, SEDAC, ELAC, Gate-DAC on the school website
<p>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.</p>	None Specified	\$0.00	Single Plan for Student Achievement	Provide student accessibility and ongoing training in Naviance
<p>Work with the VCCCD personnel to identify college courses that may be offered for dual (high school and VCCCD) credit at TOHS. Statistics course continues to be offered and TOHS is expanding to other courses.</p>	None Specified	\$0.00	Single Plan for Student Achievement	Continued articulation with the Ventura County Community College District (VCCCD) & Moorpark College (MC) to expand offerings

Thousand Oaks High School

Through informational meetings the number of students completing the SAT/PSAT will increase while providing students with SAT/PSAT Prep courses sponsored by TOHS.	None Specified	\$0.00	Single Plan for Student Achievement	Annually increase the participation rate of TOHS students taking the PSAT by offering it during the school day.
Meeting this goal will require continued promotional efforts through existing communication outlets.	None Specified	\$0.00	Single Plan for Student Achievement	Annually increase the participation rate of TOHS students taking the PSAT by offering it during the school day.
The percentage of seniors completing Majors programs as compared to the previous school year will increase annually.	None Specified	\$0.00	Single Plan for Student Achievement	The percentage of seniors completing the EThOS or a Major will be maintained or will increase
Maintain maximum enrollment capacity in the EThOS Academy	None Specified	\$0.00	Single Plan for Student Achievement	The percentage of seniors completing the EThOS or a Major will be maintained or will increase
Increase the enrollment numbers (students and sections) in all CTE and VC Innovates Pathway courses through on- campus CTE Showcase and information meetings.	None Specified	\$0.00	Single Plan for Student Achievement	Continue to increase the enrollment in CTE and Pathway courses
One-on-one and small group meetings between EL Coordinator, EL students, EL counselor and parent when available to provide information regarding reclassification criteria, on an on-going basis.	None Specified	\$0.00	Single Plan for Student Achievement	Provide EL students with information regarding reclassification criteria in an effort to positively impact this rate. February 2018.
Increase the number of opportunities to connect EL students with existing school programs including: EThOS, CTE Pathways, Majors Programs and the like.	None Specified	\$0.00	Single Plan for Student Achievement	Provide EL students with information regarding reclassification criteria in an effort to positively impact this rate. February 2018.
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	\$0.00	Single Plan for Student Achievement	Provide EL students with information regarding reclassification criteria in an effort to positively impact this rate. February 2018.
Continue to provide at-risk EL, (up to 50 students) with Student Activity Cards (SAC) for the fall of 2017, and provide a calendar of events in order to increase EL participation at school-wide activities.	4000-4999: Books And Supplies	\$0.00	Single Plan for Student Achievement	Continue to support a school culture that encourages EL students to pursue curricular and co-curricular participation; ongoing.
Continue to connect at-risk EL students with EL Link Crew and Lunch Bunch leaders who can provide academic and social support.	None Specified	\$0.00	Single Plan for Student Achievement	Continue to support a school culture that encourages EL students to pursue curricular and co-curricular participation; ongoing.

Thousand Oaks High School

EL Coordinator will collaborate with API and LAT to identify at-risk EL students by reviewing standardized test scores (SBAC), CELDT results, grades, and teacher feedback.	None Specified	\$0.00	Single Plan for Student Achievement	Identify and support EL students who require SBAC intervention and ELPAC support, on-going
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None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Funding Source: OCBG

\$59,771.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Inventory all facets of the TOHS technology in order to update all hardware as needed (Measure I bond), and keep all software licenses current including Turnitin and Ebscohost. (OCBG).	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Single Plan for Student Achievement	Annually assess and inventory all available technology (software and hardware) to ensure students [have access to] and are efficient users of 21st century technology
Provide staff with access to copiers as they update curriculum to meet the CCSS/NGSS.	5000-5999: Services And Other Operating Expenditures	\$38,000.00	Single Plan for Student Achievement	Provide high quality instruction focused on implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) while emphasizing analytical writing and research skills, ongoing
Copy costs to duplicate classroom materials that are CCSS aligned and support the EL student	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Single Plan for Student Achievement	Continue to provide funding for copy costs associated with all EL and SDAIE classes.
A cluster-wide volunteer registration fair will be set up in order to facilitate the volunteer onboarding process. Outside vendors will be on hand to conduct Livescan, TB clearance, etc		\$500.00	Single Plan for Student Achievement	Volunteer Registration Fair- host sign up fair to help volunteers fill out compliance paperwork.
Link Crew lunch-time peer support		\$3,700.00	Single Plan for Student Achievement	Continue student support through Link Crew
ASB and Link Crew Lancer Launch to include training and summer program				

Thousand Oaks High School

OCBG Total Expenditures: \$55,200.00

OCBG Allocation Balance: \$4,571.00

Funding Source: Other \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	6000-6999: Capital Outlay	\$35,000.00	Single Plan for Student Achievement	Replace or refurbish the existing school marquee.

Other Total Expenditures: \$35,000.00

Other Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA) \$2,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Speaker will be brought in order to discuss the importance of human connections	5000-5999: Services And Other Operating Expenditures	\$3,500.00	Single Plan for Student Achievement	Guest Speaker- Joe Beckman, to raise student awareness about myriad issues students face - making connections
Redesign bathrooms and paint murals to reinforce positive social and emotional wellness	0000: Unrestricted	\$500.00	Single Plan for Student Achievement	Campus Culture Makeover

Parent-Teacher Association (PTA) Total Expenditures: \$4,000.00

Parent-Teacher Association (PTA) Allocation Balance: (\$1,500.00)

Funding Source: Special Education \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Thousand Oaks High School

Pertinent information will be delivered to families of SpEd students prior to the 2019 Back to School Night

\$500.00 Single Plan for Student Achievement Consider the creation of a special education meeting before BTSN meeting.

Special Education Total Expenditures: \$500.00

Special Education Allocation Balance: \$0.00

Thousand Oaks High School Total Expenditures: \$208,970.00