



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------|-----------------------------------|--|---------------------------|
| Thousand Oaks High School | 56 73759 5637004 | 8/22/2023 | |

2. Purpose and Description

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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

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

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

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

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

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

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

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4. Comprehensive Needs Assessment Components

1. Data Analysis

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

2. Surveys

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

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

- * 83% of parents/guardians reported that their student(s) seem eager to attend school each day.
- * 85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
- * 86% of parents/guardians reported that their student's school was physically safe.
- * 92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
- * 84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
- * 93% of parents/guardians reported that teachers and staff treat them respectfully.
- * 98% of elementary students reported they feel their teachers care about them.
- * 93% of elementary students reported that their school is inclusive.
- * 90% of middle and high school students reported feeling their teachers care about them.
- * 89% of middle and high school students reported that their counselors care about them.
- * 79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
- * 73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
- * 91% of staff reported that working for CVUSD is a positive experience.
- * 87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
- * 92% of school site staff reported that students feel at school.
- * 83% of school site staff reported that students are engaged and motivated.
- * 95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

3. Classroom Observations

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60

days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

4. 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.

1. Standards, Assessment, and Accountability

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

CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English and Math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

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

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

CVUSD is utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

2. Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

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

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

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

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

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

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

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

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

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

3. Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress. In 2022-2023, CVUSD adopted new instructional materials for secondary Science and grades 9-12 History/Social Science; these materials had not been updated respectively since the 2007 and 2006 school year.

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons and resources to an electronic library of resources for all ELA teachers to access.

Finally, high schools successfully piloted an optional elective Ethnic Studies course that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will continue to be implemented as an elective course, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a permanent course for the 2023-2024 school year.

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

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

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

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

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

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

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

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

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

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

4. Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

5. Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

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

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

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

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

Funding

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

Categorical Funds in CVUSD:

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

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

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

5. Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Thousand Oaks High School prides itself on the inclusive process that it uses in order to review progress on last year's SPSA goals as well as to develop SPSA goals for the current year. In addition to including all duly elected members of the School Site Council (6 parents, 9 students, 8 teachers, 1 counselor and 3 administrators), the group also included the school's representatives from PTSA, DAC, DELAC, GATE DAC, LGBTQ+ DAC, AADAC and SEDAC. Throughout the 2022-2023 school year as well as in August, 2023, the TOHS Site Council met monthly in order to spend time assessing the academic and social-emotional effects of the school's goals and actions were having on students, especially on targeted populations such as students with disabilities (SWDs) and English Learners (ELs). Meeting Dates were on:

- * 8/23/2022
- * 9/27/2022
- * 10/25/2022
- * 11/29/2022
- * 1/24/2023
- * 2/28/2023
- * 3/28/2023
- * 4/28/2023
- * 5/16/2023

The TOHS Site Council met on Tuesday, May 16th for the entire school day in order to review progress toward previous goals, review data and construct new goals for the 23-24 school year. Additionally, the TOHS Site Council reviewed the elements of SMART goal design. The 23-24 SPSA Goals will be presented to the faculty in August, 2023.

6. Resource Inequities

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

In the 2022-2023 school year, Thousand Oaks High School was identified as needing Additional Targeted Support and Improvement (ATSI) school as a result of our elevated suspension rate among English Learners.

7. School and Student Performance Data

1. Student Enrollment 1. Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.3% | 0.16% | 0.17% | 6 | 3 | 3 |
| African American | 1.0% | 0.58% | 0.9% | 21 | 11 | 16 |
| Asian | 5.2% | 5.57% | 5.14% | 104 | 105 | 91 |
| Filipino | 1.4% | 1.38% | 1.36% | 28 | 26 | 24 |
| Hispanic/Latino | 33.2% | 35.30% | 37.04% | 671 | 665 | 656 |
| Pacific Islander | 0.4% | 0.27% | 0.28% | 7 | 5 | 5 |
| White | 53.2% | 50.90% | 49.29% | 1,073 | 959 | 873 |
| Multiple/No Response | 5.4% | 5.84% | 5.76% | 109 | 110 | 102 |
| | Total Enrollment | | | 2,019 | 1,884 | 1771 |

Student Enrollment 2. Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Grade 9 | 465 | 460 | 436 |
| Grade 10 | 523 | 451 | 459 |
| Grade 11 | 519 | 479 | 431 |
| Grade 12 | 512 | 494 | 445 |
| Total Enrollment | 2,019 | 1,884 | 1,771 |

Conclusions based on this data:

1. Residential population continues to decline.
2. The incoming 9th grade class in the fall of 2022 was abnormally small: 436 students.
3. From 20-21 to 22-23, there was an approximately 4% increase in our Hispanic/Latino population, and a 4% decrease in our White population.

School and Student Performance Data

Student Enrollment 3. English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 92 | 109 | 119 | 4.6% | 5.8% | 6.7% |
| Fluent English Proficient (FEP) | 430 | 409 | 396 | 21.3% | 21.7% | 22.4% |
| Reclassified Fluent English Proficient (RFEP) | 5 | | | 5.4% | | |

Conclusions based on this data:

1. The number of students in all three categories continues to trend up. Since 2018-2019, there has been a 33% increase in English Learner population.
2. The ELPAC was not administered in the spring of 2020 due to the Covid-19 outbreak and the resulting district-wide move to emergency distance learning.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 491 | 460 | 431 | 314 | 428 | 384 | 312 | 428 | 384 | 64.0 | 93.0 | 89.1 |
| All Grades | 491 | 460 | 431 | 314 | 428 | 384 | 312 | 428 | 384 | 64.0 | 93.0 | 89.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2643. | 2637. | 2620. | 43.59 | 34.11 | 35.9 | 26.92 | 34.81 | 30.5 | 16.67 | 21.50 | 16.1 | 12.82 | 9.58 | 17.4 |
| All Grades | N/A | N/A | N/A | 43.59 | 34.11 | 35.9 | 26.92 | 34.81 | 30.5 | 16.67 | 21.50 | 16.1 | 12.82 | 9.58 | 17.4 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 42.95 | 35.75 | | 47.76 | 55.37 | | 9.29 | 8.88 | |
| All Grades | 42.95 | 35.75 | | 47.76 | 55.37 | | 9.29 | 8.88 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 40.32 | 38.32 | | 44.84 | 46.73 | | 14.84 | 14.95 | |
| All Grades | 40.32 | 38.32 | | 44.84 | 46.73 | | 14.84 | 14.95 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 24.68 | 21.73 | | 67.31 | 71.73 | | 8.01 | 6.54 | |
| All Grades | 24.68 | 21.73 | | 67.31 | 71.73 | | 8.01 | 6.54 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 41.67 | 27.80 | | 49.04 | 63.32 | | 9.29 | 8.88 | |
| All Grades | 41.67 | 27.80 | | 49.04 | 63.32 | | 9.29 | 8.88 | |

Conclusions based on this data:

1. Thousand Oaks High School saw a healthy bounce in their 18-19 CAASPP Schoolwide Data in English/Language Arts (increasing 53.1 points above standard per the California School Dashboard website).
2. Due to the COVID-19 outbreak, the CAASPP assessments were not administered in the spring of 2020.
3. Results from the 2021 CAASPP assessments were not available at the time the 21-22 SPSA was written.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 491 | 460 | 431 | 289 | 425 | 382 | 286 | 425 | 382 | 58.9 | 92.4 | 88.6 |
| All Grades | 491 | 460 | 431 | 289 | 425 | 382 | 286 | 425 | 382 | 58.9 | 92.4 | 88.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|---------------------------|-------|-------|------------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Met Nearly Met | | | % Standard Met Not Met | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2646. | 2601. | 2586. | 30.77 | 18.82 | 20.9 | 27.97 | 25.18 | 19.6 | 23.08 | 22.82 | 20.9 | 18.18 | 33.18 | 38.5 |
| All Grades | N/A | N/A | N/A | 30.77 | 18.82 | 20.9 | 27.97 | 25.18 | 19.6 | 23.08 | 22.82 | 20.9 | 18.18 | 33.18 | 38.5 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 39.51 | 27.53 | | 44.41 | 40.71 | | 16.08 | 31.76 | |
| All Grades | 39.51 | 27.53 | | 44.41 | 40.71 | | 16.08 | 31.76 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 32.52 | 20.94 | | 52.80 | 57.18 | | 14.69 | 21.88 | |
| All Grades | 32.52 | 20.94 | | 52.80 | 57.18 | | 14.69 | 21.88 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 30.77 | 16.24 | | 53.85 | 68.00 | | 15.38 | 15.76 | |
| All Grades | 30.77 | 16.24 | | 53.85 | 68.00 | | 15.38 | 15.76 | |

Conclusions based on this data:

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

2. Due to the COVID-19 outbreak, the CAASPP was not administered in the spring of 2020.
3. Results from the 2021 CAASPP assessments were not available at the time the 21-22 SPSA was written.

School and Student Performance Data

2. ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 1529.7 | 1552.5 | 1567.0 | 1523.5 | 1561.4 | 1575.8 | 1535.5 | 1543.1 | 1557.9 | 33 | 35 | 45 |
| 10 | 1533.7 | 1549.3 | 1549.6 | 1526.5 | 1551.3 | 1551.8 | 1540.2 | 1546.9 | 1548.1 | 19 | 34 | 18 |
| 11 | 1535.8 | 1528.1 | 1553.2 | 1536.0 | 1524.0 | 1563.6 | 1534.9 | 1531.8 | 1541.9 | 13 | 12 | 18 |
| 12 | 1510.3 | 1519.5 | 1514.7 | 1495.9 | 1517.4 | 1515.6 | 1524.3 | 1521.2 | 1514.4 | 17 | 11 | 14 |
| All Grades | | | | | | | | | | 82 | 92 | 95 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 6.06 | 22.86 | 66.7 | 27.27 | 42.86 | 50.0 | 48.48 | 20.00 | 27.3 | 18.18 | 14.29 | 36.4 | 33 | 35 | 45 |
| 10 | 16.67 | 21.21 | 11.1 | 44.44 | 42.42 | 29.0 | 11.11 | 12.12 | 4.5 | 27.78 | 24.24 | 18.2 | 18 | 33 | 18 |
| 11 | 16.67 | 16.67 | 11.1 | 25.00 | 25.00 | 15.8 | 33.33 | 33.33 | 36.3 | 25.00 | 25.00 | 9.1 | 12 | 12 | 18 |
| 12 | 17.65 | 0.00 | 11.1 | 17.65 | 36.36 | 5.3 | 11.76 | 36.36 | 11.8 | 52.94 | 27.27 | 36.4 | 17 | 11 | 14 |
| All Grades | 12.50 | 18.68 | 18.9 | 28.75 | 39.56 | 40.0 | 30.00 | 20.88 | 17.9 | 28.75 | 20.88 | 23.2 | 80 | 91 | 95 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 21.21 | 45.71 | 56.4 | 33.33 | 31.43 | 48.0 | 30.30 | 11.43 | 33.3 | 15.15 | 11.43 | 38.5 | 33 | 35 | 45 |
| 10 | 33.33 | 45.45 | 23.1 | 33.33 | 24.24 | 12.0 | 16.67 | 12.12 | 22.2 | 16.67 | 18.18 | 15.4 | 18 | 33 | 18 |
| 11 | 33.33 | 33.33 | 10.3 | 33.33 | 33.33 | 40.0 | 8.33 | 8.33 | 22.2 | 25.00 | 25.00 | 0.0 | 12 | 12 | 18 |
| 12 | 29.41 | 27.27 | 10.3 | 17.65 | 36.36 | 0.0 | 5.88 | 9.09 | 22.2 | 47.06 | 27.27 | 41.2 | 17 | 11 | 14 |
| All Grades | 27.50 | 41.76 | 41.1 | 30.00 | 29.67 | 26.3 | 18.75 | 10.99 | 13.7 | 23.75 | 17.58 | 13.7 | 80 | 91 | 95 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 3.03 | 2.86 | 40.0 | 12.12 | 28.57 | 65.2 | 51.52 | 45.71 | 42.1 | 33.33 | 22.86 | 35.7 | 33 | 35 | 45 |
| 10 | 11.11 | 6.06 | 33.34 | 27.78 | 30.30 | 21.7 | 27.78 | 33.33 | 18.4 | 33.33 | 30.30 | 17.9 | 18 | 33 | 18 |
| 11 | 0.00 | 0.00 | 0.0 | 16.67 | 16.67 | 8.7 | 25.00 | 41.67 | 26.3 | 58.33 | 41.67 | 21.4 | 12 | 12 | 18 |
| 12 | 0.00 | 0.00 | 20.0 | 17.65 | 0.00 | 4.3 | 23.53 | 36.36 | 13.2 | 58.82 | 63.64 | 28.6 | 17 | 11 | 14 |
| All Grades | 3.75 | 3.30 | 5.3 | 17.50 | 24.18 | 24.2 | 36.25 | 39.56 | 40.0 | 42.50 | 32.97 | 29.5 | 80 | 91 | 95 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| 9 | 9.09 | 8.57 | | 69.70 | 71.43 | | 21.21 | 20.00 | | 33 | 35 | 45 | |
| 10 | 0.00 | 6.06 | | 77.78 | 78.79 | | 22.22 | 15.15 | | 18 | 33 | 18 | |
| 11 | 0.00 | 8.33 | | 66.67 | 50.00 | | 33.33 | 41.67 | | 12 | 12 | 18 | |
| 12 | 5.88 | 0.00 | | 41.18 | 45.45 | | 52.94 | 54.55 | | 17 | 11 | 14 | |
| All Grades | 5.00 | 6.59 | | 65.00 | 68.13 | | 30.00 | 25.27 | | 80 | 91 | 95 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| 9 | 54.55 | 80.00 | | 33.33 | 8.57 | | 12.12 | 11.43 | | 33 | 35 | | |
| 10 | 72.22 | 72.73 | | 11.11 | 9.09 | | 16.67 | 18.18 | | 18 | 33 | | |
| 11 | 75.00 | 58.33 | | 0.00 | 16.67 | | 25.00 | 25.00 | | 12 | 12 | | |
| 12 | 47.06 | 63.64 | | 5.88 | 9.09 | | 47.06 | 27.27 | | 17 | 11 | | |
| All Grades | 60.00 | 72.53 | | 17.50 | 9.89 | | 22.50 | 17.58 | | 80 | 91 | | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| 9 | 6.06 | 14.29 | | 39.39 | 51.43 | | 54.55 | 34.29 | | 33 | 35 | | |
| 10 | 11.11 | 18.18 | | 50.00 | 45.45 | | 38.89 | 36.36 | | 18 | 33 | | |
| 11 | 8.33 | 8.33 | | 25.00 | 41.67 | | 66.67 | 50.00 | | 12 | 12 | | |
| 12 | 5.88 | 0.00 | | 35.29 | 27.27 | | 58.82 | 72.73 | | 17 | 11 | | |
| All Grades | 7.50 | 13.19 | | 38.75 | 45.05 | | 53.75 | 41.76 | | 80 | 91 | | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 0.00 | 2.86 | | 84.85 | 82.86 | | 15.15 | 14.29 | | 33 | 35 | |
| 10 | 0.00 | 0.00 | | 77.78 | 69.70 | | 22.22 | 30.30 | | 18 | 33 | |
| 11 | 8.33 | 0.00 | | 58.33 | 58.33 | | 33.33 | 41.67 | | 12 | 12 | |
| 12 | 5.88 | 0.00 | | 41.18 | 54.55 | | 52.94 | 45.45 | | 17 | 11 | |
| All Grades | 2.50 | 1.10 | | 70.00 | 71.43 | | 27.50 | 27.47 | | 80 | 91 | |

Conclusions based on this data:

1. While written language scores went up, oral language skills went down. More time needs to be spent honing oral skills during the 10th grade year.
2. The ELPAC was not administered in the spring of 2020 due to the Covid-19 outbreak.

School and Student Performance Data

3. Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,884 | 24.0 | 5.8 | 0.2 |
| Total Number of Students enrolled in Thousand Oaks High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 109 | 5.8 |
| Foster Youth | 3 | 0.2 |
| Homeless | 9 | 0.5 |
| Socioeconomically Disadvantaged | 452 | 24.0 |
| Students with Disabilities | 274 | 14.5 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 11 | 0.6 |
| American Indian | 3 | 0.2 |
| Asian | 105 | 5.6 |
| Filipino | 26 | 1.4 |
| Hispanic | 665 | 35.3 |
| Two or More Races | 110 | 5.8 |
| Pacific Islander | 5 | 0.3 |
| White | 959 | 50.9 |

Conclusions based on this data:

1. White population is in a slight downward trend (down to 54.1%), Hispanic population is in a slight upward trend (up 4% to 31.2% in 2 years). SWD and ELs are both holding steady. LRE numbers are slowly going up: total number of IEPs: 262; LRE: ~40%.
2. Number of Hispanic Students with an IEP is becoming disproportionate. In our current 9th and 10th grade, the number of Hispanics with an IEP is 36, compared to 337 overall. The number of White Students with an IEP is 41, compared to 602 overall.

School and Student Performance Data

4. Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|------------------------------------|--------------------------------------|
| English Language Arts High | Graduation Rate High | Suspension Rate Medium |
| Mathematics Medium | | |
| English Learner Progress Low | | |
| College/Career Not Reported in 2022 | | |

Conclusions based on this data:

1. All indicators improved (except our College and Career Indicator), suggesting that the testing data that was collected in 2017-2018 was an anomaly.
2. Our College and Career data decreased significantly (~16% in a year) in 2019. The testing anomaly in 2017-2018 was the primary reason, although we continue to struggle improving our A-G requirement compliance.
3. The healthy bounce we saw in our Spring, 2019 CAASPP data will definitely help.

School and Student Performance Data

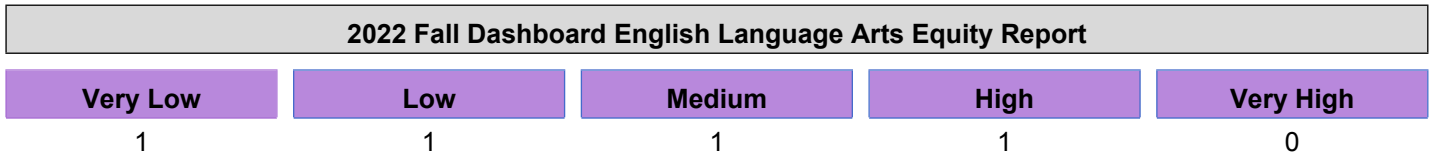
5. Academic Performance 1. English Language Arts

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

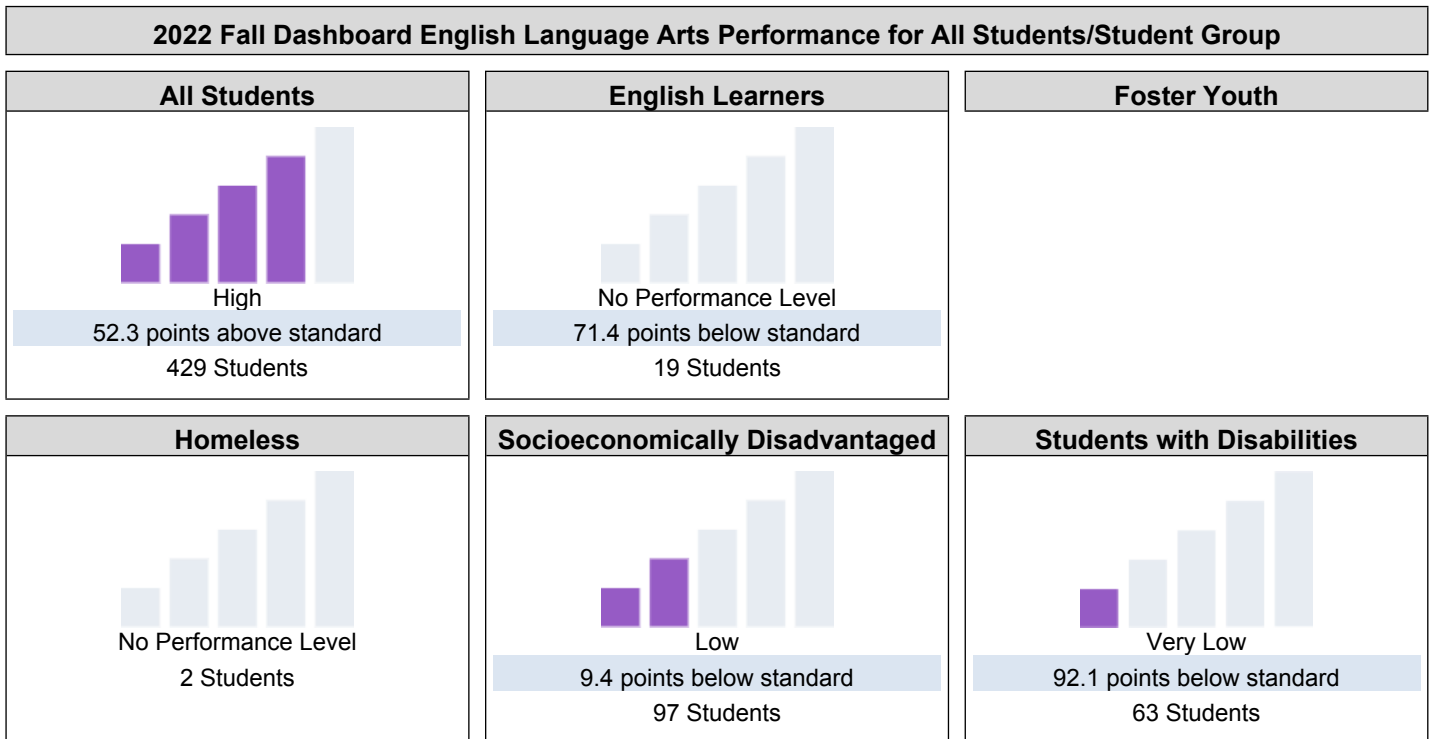
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



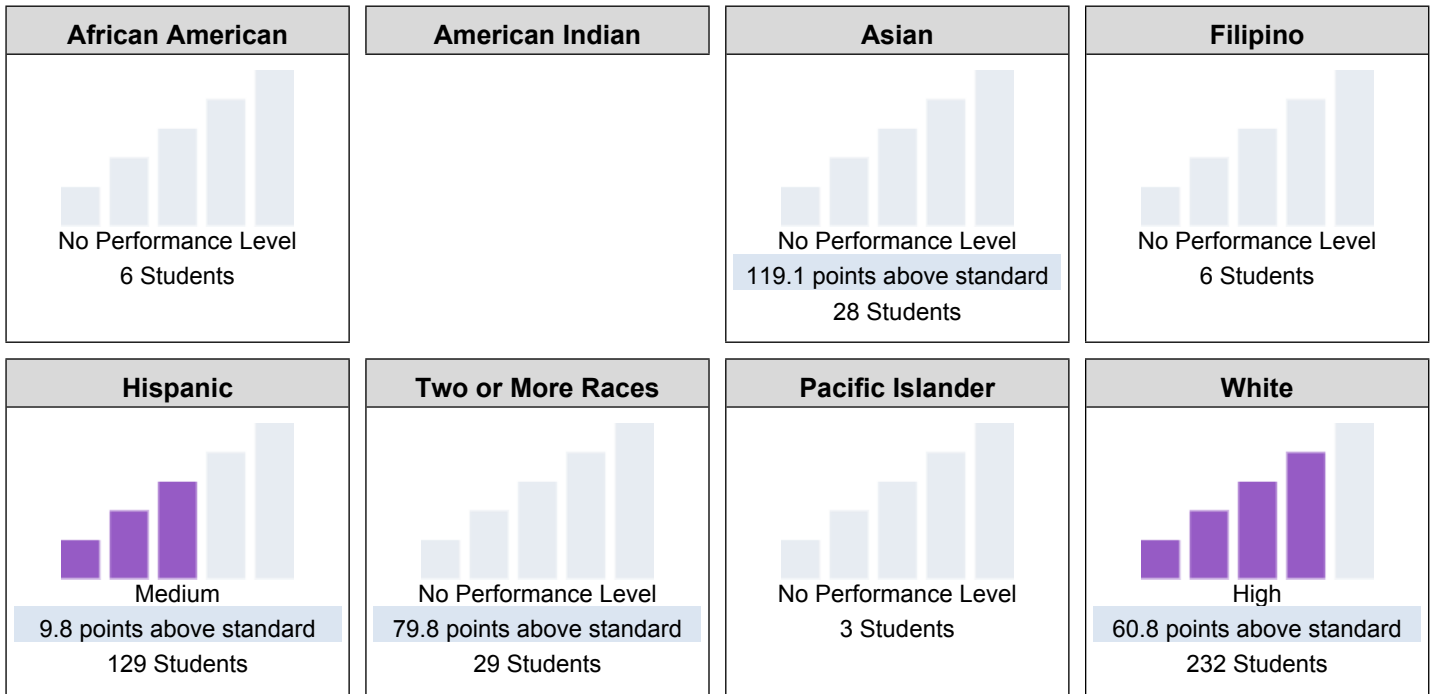
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|-------------------------------|--|
| 10 Students | 10 Students | 57.2 points above standard 323 Students |

Conclusions based on this data:

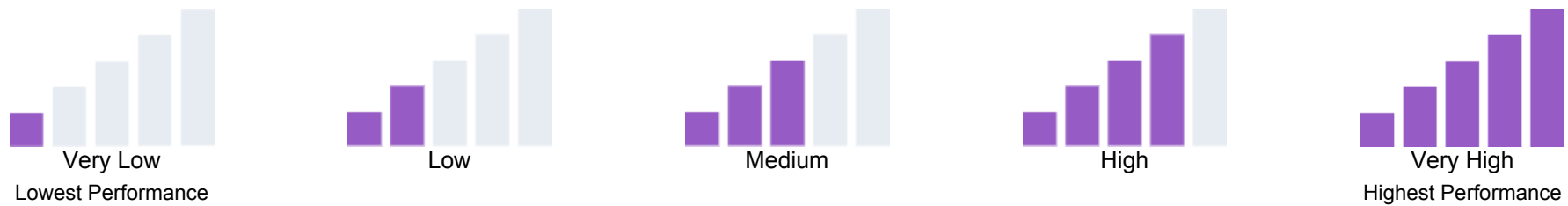
- In 2019, every subgroup saw improved performance. The all school numbers saw a massive increase.
- Our Hispanic students, in particular, stood out as a subgroup that saw large increases.
- While they saw a slight increase from the previous year's performance, our English Learners continue to underperform.

School and Student Performance Data

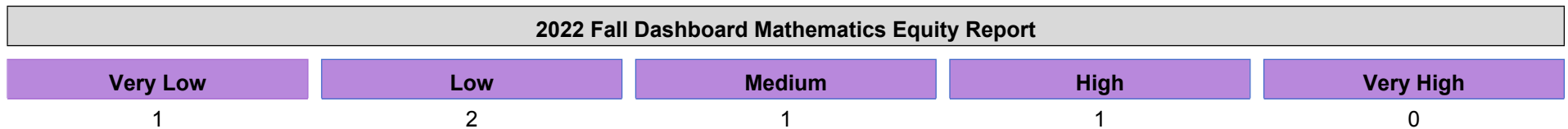
Academic Performance 2. Mathematics

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Medium
29.6 points below standard
430 Students

English Learners



No Performance Level
183.3 points below standard
20 Students

Foster Youth

Homeless



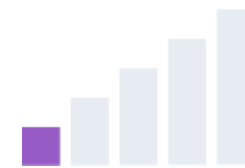
No Performance Level
2 Students

Socioeconomically Disadvantaged

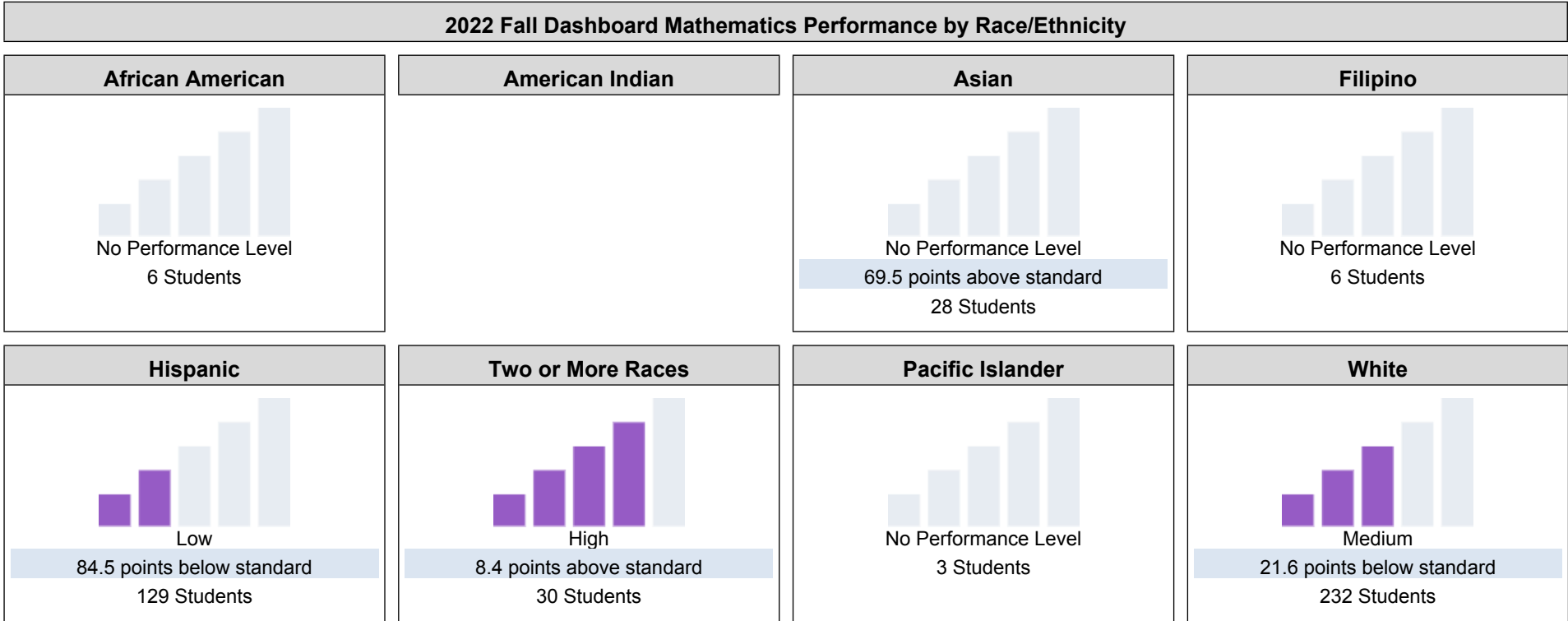


Low
103.6 points below standard
97 Students

Students with Disabilities



Very Low
180.3 points below standard
63 Students



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

| 2022 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|--|--|---|
| <p>Current English Learner</p> <p>211.8 points below standard 11 Students</p> | <p>Reclassified English Learners</p> <p>10 Students</p> | <p>English Only</p> <p>20.3 points below standard 323 Students</p> |

Conclusions based on this data:

- While the all school data demonstrates a solid improvement from the previous year, the overall performance is still below standard.
- English Learners continue to underperform their peers and saw a decline in performance from the previous year.

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

School and Student Performance Data

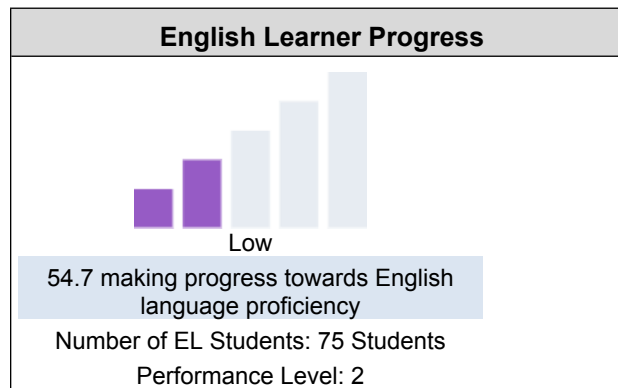
Academic Performance

3. English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 18.7% | 26.7% | 2.7% | 52.0% |

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance

4. College/Career Report

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

Conclusions based on this data:

1. Performance data indicates a significant decline in the data. We believe the decline is a direct result of the school's anomalous CAASPP performance in 2018.
2. English Learners and Students with Disabilities both improved, albeit slightly.

School and Student Performance Data

6. Academic Engagement 1. Chronic Absenteeism

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

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

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|------|--------|-----|----------|
| Very High | High | Medium | Low | Very Low |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

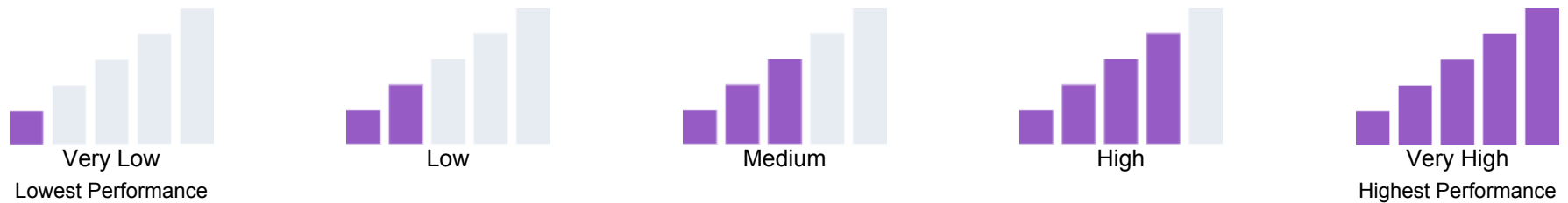
Conclusions based on this data:

1.

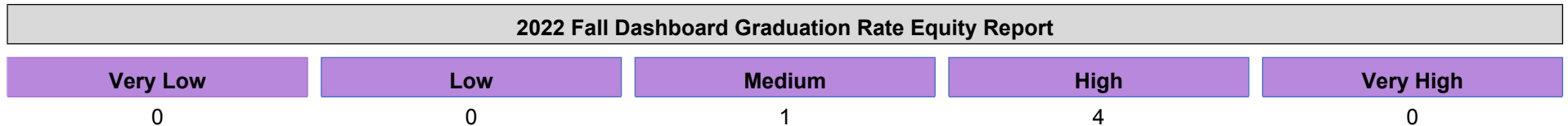
School and Student Performance Data

Academic Engagement 2. Graduation Rate

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students



High

93.4% graduated

517 Students

English Learners



No Performance Level

85.7% graduated

21 Students

Foster Youth

Homeless



No Performance Level

63.6% graduated

11 Students

Socioeconomically Disadvantaged



High

92.1% graduated

178 Students

Students with Disabilities

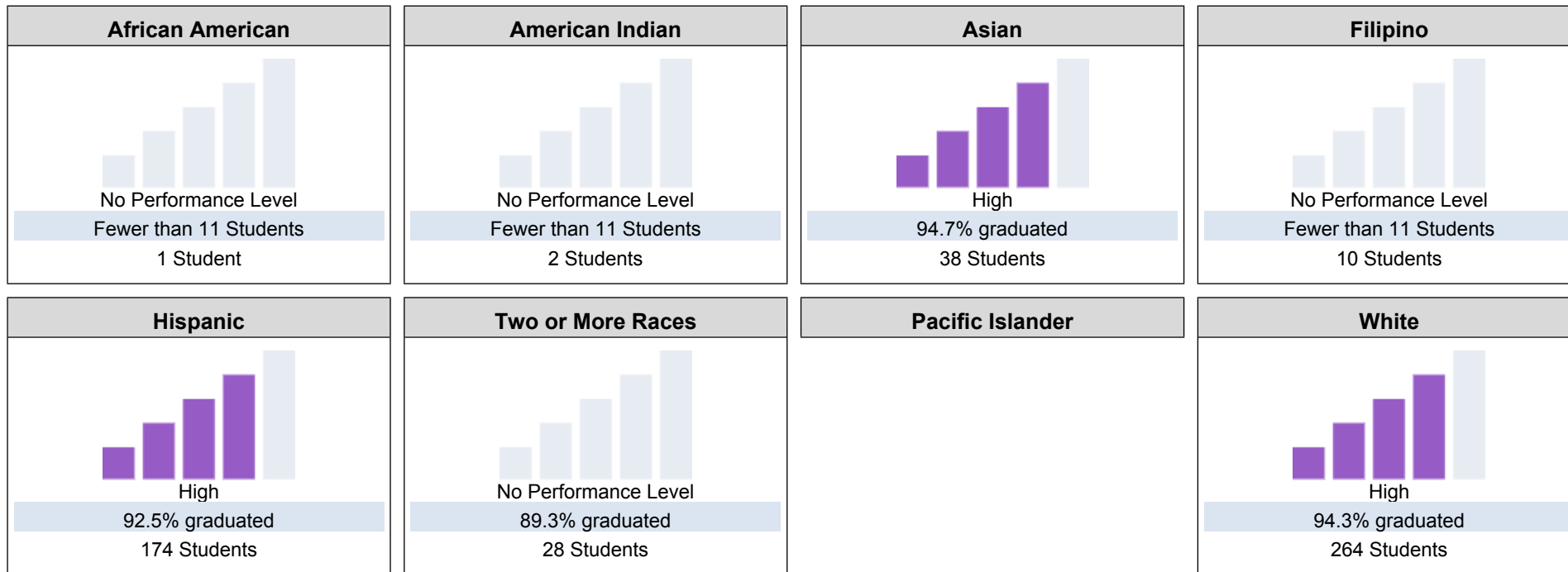


Medium

81.7% graduated

82 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

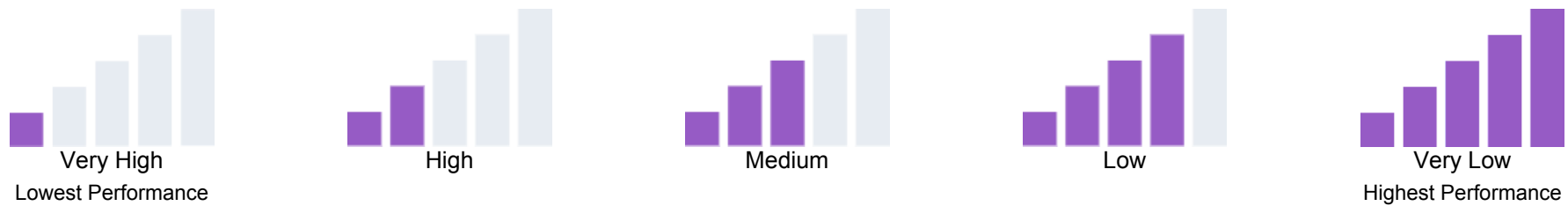
1. Overall, we were able to maintain our high graduation rates.
2. Students with Disabilities and English Learners improved in this area.
3. English Learners and Hispanic students saw a slight decline in their performance.

School and Student Performance Data

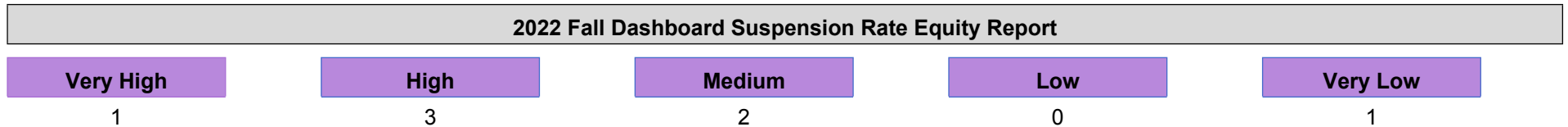
7. Conditions & Climate 1. Suspension Rate

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

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

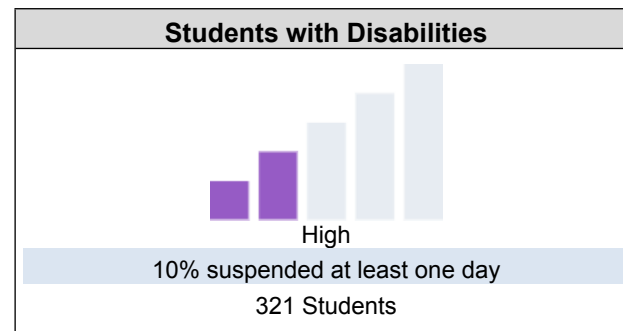
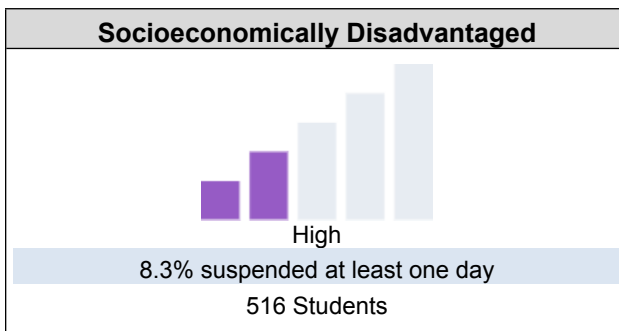
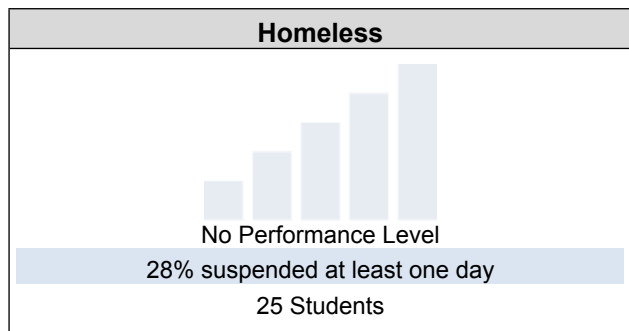
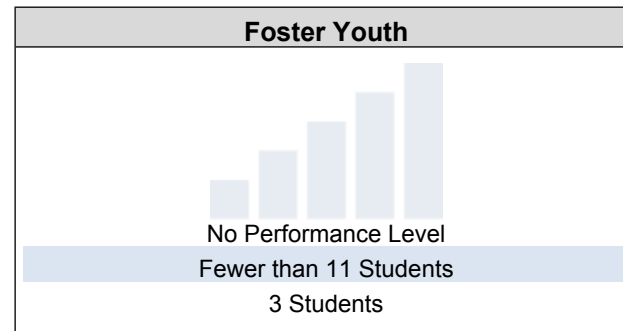
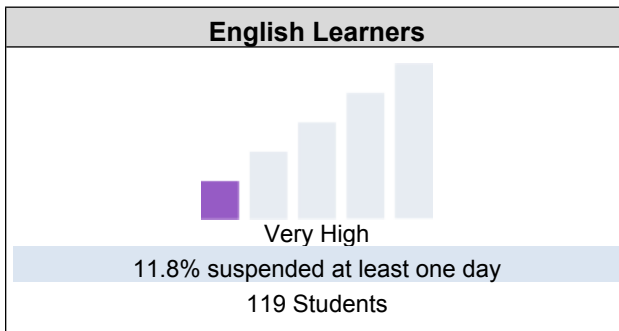
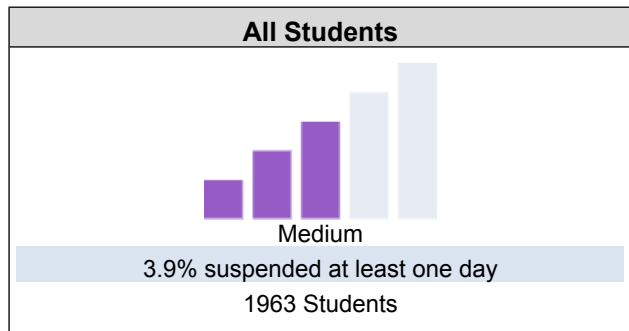


This section provides number of student groups in each level.

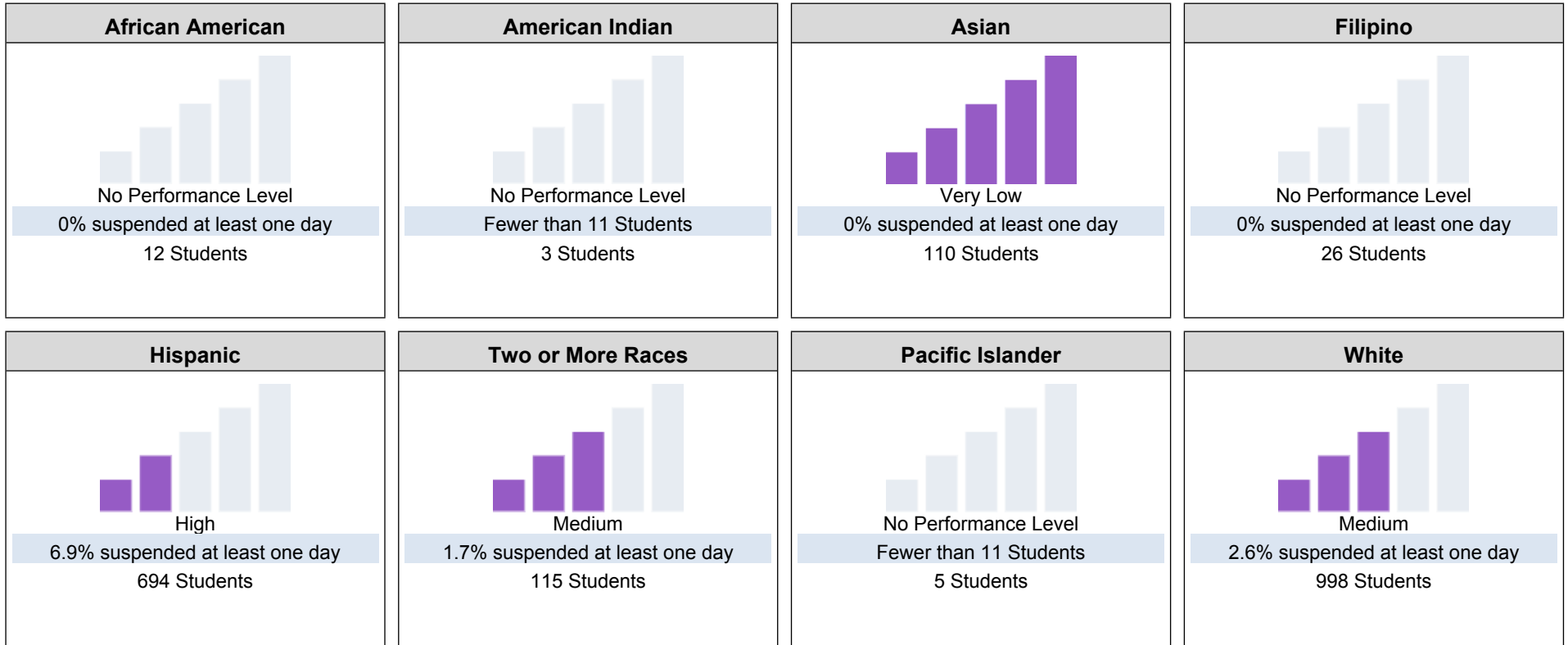


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

8. Goals, Strategies, & Proposed Expenditures

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

1. Goal Subject

Single Plan for Student Achievement

2. LEA/LCAP Goal

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

2. Goal 1

TOHS will provide supports for all learners in order to achieve college and career readiness. TOHS will increase the percentage of learners who are identified as college and career ready on the CDE dashboard by 7% during the 2023-2024 school year.

1. Identified Need

The number of students at TOHS who are deemed "college and career ready" as defined on the CDE website has begun to increase after several years of decline. That number, an overall indicator of the academic success of the school, must continue rise.

2. Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Dashboard Indicator for College and Career Readiness | All School: 58% (Projected 2022-2023 dashboard data) | All School 65% (2023-2024 dashboard data) |
| Seal of Biliteracy | 12.2% of 12th grade students in 2022-2023 | 20% of 12th grade students in 22-23 (83 of 415 students) |
| CTE Pathway Completion | 26.7% of 12th graders (119 of 445 students) completed a CTE pathway in 2022-2023 | 30% of 12th graders (125 of 415 students) will complete a pathway in 2023-2024. |
| LRE Data | 38% in 2022-2023 | 44% by June, 2024 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Graduation Rate for SWD will be in the CDE Dashboard's "yellow zone", all others will remain in the "blue zone." | 2022-2023 Graduation rates: All School: 97.95%, SWD: 90.16% | By June, 2024, graduation rate for SWD will be at least 95% |
| Registration in college credit courses | In 2022-2023, 51 students took a course bearing college credit. | By the end of the 2023-2024 school year, |
| AP Test Registration | In the 2022-2023 school year, TOHS students registered for 1003 AP tests (.58 tests per student) | In the 2023-2024 school year, TOHS students will take 1105 AP tests (.65 tests per student, based on a projected enrollment of 1700 students in 22-23). |
| AP Test Successful Outcomes | In the 2022-2023 school year, 747 (74.4%) of all tests earned a score of "3" or higher. | In the 2023-2024 school year, of the projected 1105 AP to be taken, 80% (884 tests) will earn a score of "3" or higher. |
| A-G Completion among seniors | 59% of seniors graduated in 2023 A-G compliant. | In 2024, 65% of 2024 graduates will be A-G compliant. |
| SBAC Language Arts Performance among SWD | 21% of SWD met or exceeded standards in 2023 | In 2024, 30% of SWD will meet or exceed standards |
| SBAC Language Arts Performance among EL Students | 11% of EL Students met or exceeded standards in 2023 | In 2024, 20% of EL students will meet or exceed standards |
| SBAC Mathematics Performance among SWD | 16% of SWD met or exceeded standards in 2023 | In 2024, 25% of SWD will meet or exceed standards |
| SBAC Mathematics Performance among EL Students | 11% of EL Students met or exceeded standards in 2023 | In 2024, 20% of EL students will meet or exceed standards |
| Number of students taking the PSAT | In 2022, 406 of all students took the PSAT (23%) | In 2024, 28% of all students will have taken the PSAT |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Peer Tutoring Groups | 2023-2024 | Administration Department Chairs | Once a week from September 11, 2023 through June 7, 2024 (38 weeks), a Peer Tutoring Group (PTG) will offered at lunch in English, Math, Science, Social Studies, World Language, and Writing as a way for students to get academic support. Each Advisor will receive an amount equal to 38 hours of their hourly rate or \$4000, whichever is less. | 1000-1999: Certificated Personnel Salaries | OTRM | 24000 |
| Dual enrollment opportunity campaign | 2023-2024 | Administration CTE Coordinator A-G Counselor | Using the newly acquired Dual Enrollment Grant acquired by TOHS (\$100), TOHS will begin a campaign to enroll more students into courses that carry college credit. | 1000-1999: Certificated Personnel Salaries | Other | 25000 |
| Majors Publicity | 2023-2024 | Administration CTE Coordinator Majors Coordinator | Students will be made aware of the benefits of joining the TOHS Majors program, as well as how to join Majors. | None Specified | None Specified | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|---|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| TOHS Student Printing Center | Ongoing | Administration Library Staff | A free printing center located in the TOHS library will available to all TOHS students who require their school work be printed out for class. | 4000-4999: Books And Supplies | 0010 | 3000 |
| Increase the participation rate of TOHS students taking the PSAT by 5% | Ongoing | Administration Counselors College & Career Center personnel Teachers | Through informational meetings and broad advertising, the number of students completing the PSAT will increase by 5% | None Specified | None Specified | 0 |
| | | | Meeting this goal will require continued promotional efforts through existing communication outlets. | None Specified | None Specified | 0 |
| The percentage of seniors completing Majors will increase by 5%. Increase the number of English Learners, RFEP students, students with disabilities, GATE students, foster and homeless youth in the Majors program. | Annually | Career Ed. Coordinator Administration Counselors Teachers | Maintain maximum enrollment capacity in the Majors programs | None Specified | None Specified | 0 |
| | | | Increased efforts will be made by majors Team in order target EL, RFEP, SWD, GATE, Foster and Homeless students. | None Specified | None Specified | 0 |
| Increase the number of students completing a CTE pathway to 30% | Ongoing | API Counselors Career Education Coordinator Teachers | Increase the number of students enrolled in all CTE and VC Innovates Pathway through on- campus CTE Showcase and information meetings. | None Specified | None Specified | 0 |
| Provide Students and Faculty access to Camtasia, Turnitin and Ebscohost | Ongoing | Administration | Turntin subscription | None Specified | None Specified | 0 |
| | | | Renew subscription to Camtasia | 5000-5999: Services And Other Operating Expenditures | 0TRM | 4125 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|--|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Ebscohost subscription | 5000-5999: Services And Other Operating Expenditures | OTRM | 8000 |
| | | | Adobe Creative Cloud subscription | 5000-5999: Services And Other Operating Expenditures | OTRM | 4025 |
| Strengthen Student to Student GATE Mentorship Program. | 2023-2024 | Administration GATE Coordinator | TOHS will continue its GATE student mentorship program. | None Specified | None Specified | 0 |
| | | | TOHS teachers will have access to GATE resources and supplies in order to support the TOHS GATE Program. | 4000-4999: Books And Supplies | 0010 | 500 |
| Library Lunchtime/After School Supervision | 2022-2023 | Administration | Certificated staff members will be selected to serve as lunchtime and after school library supervisors. | 1000-1999: Certificated Personnel Salaries | OTRM | 4000 |
| Make efforts to acquire department textbooks and required reading in Spanish and in Audiobook format | 2023-2024 | Administration Department Chairs District Leadership Library Staff | Lists will be developed in order to determine which textbooks are needed in Spanish and in audiobook format. | None Specified | None Specified | 0 |
| | | | Working with our Special Education and EL Teams (Site and DO), efforts will be made to locate and purchase needed textbooks. | 4000-4999: Books And Supplies | OTRM | 3000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------|--|---|--|------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Students will be provided with easy to find information on how to access all forms of academic support at TOHS. | Fall, 2023 | Administration Counselors Department Chairs | A Canvas card will be created that will provide students with the information needed in order to access all forms of academic support. | None Specified | None Specified | 0 |
| D/F lists will be generated in such a way so that all data can be disaggregated by class, teacher, SWD, EL, Foster and Homeless students and race. D/F Lists will be provided to each Department Chair in order to be discussed at Department Meeting. | Ongoing | Administration Faculty Counselors | Disaggregated D/F Lists will be created and distributed at the end of Q1, Q2, Q3 as well as the Q4 progress reporting window. | None Specified | None Specified | 0 |
| Two Sections of Cyber HS | Ongoing | API Cyber High Faculty | Provide credit recovery through Cyber High, or other provider as an intervention and alternative to Continuation school. | 1000-1999: Certificated Personnel Salaries | ESSER III - Learning Loss | 50000 |
| UC/CSU Conferences for Counselors and College and Career Specialist | Fall, 2023 | Counselors | All Comprehensive School Guidance counselors, our College and Career Readiness Counselor and College and Career Center Specialist will attend the UC and CSI conferences. | 5800: Professional/Consulting Services And Operating Expenditures | 0010 | 1600 |
| Purchase licenses to the No Red Ink online platform to assist in distance learning in English Classes | Ongoing | Administration English Department | Licenses for the online system "No Red Ink" will be purchased for the English Department in order to support remote learning in English classes | 5800: Professional/Consulting Services And Operating Expenditures | OTRM | 11300 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------|--|--|--|---------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Our overall LRE data will increase by 6% | Ongoing | Administration Faculty | The school will offer 2 additional sections of co-taught classes (co-taught with a special education and a general education teacher). | 1000-1999: Certificated Personnel Salaries | ESSER III - Learning Loss | 50000 |
| | | | IEP Teams will apply best practices in order to maximize the number of students spending 80% or more of their school day in general education classes. | None Specified | None Specified | 0 |
| Provide substitutes for teachers during Spanish placement exams. | Spring, 2023 | Administration World Language Department | Pay for release time for two Spanish teachers to evaluate incoming Spanish students at middle schools and at TOHS (two days, two teachers). | 1000-1999: Certificated Personnel Salaries | 0010 | 600 |
| Support our new College and Career Readiness Counselor and develop strategies that will increase the number of students who are A-G compliant and otherwise considered college and career ready. | 2023-2024 | Administration | Support our College and Career Readiness Counselor through regular meetings and data sharing. | None Specified | None Specified | 0 |

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

For those strategies and activities that were in place since the 21-22 school year, positive results were seen. Our College and Career Readiness Indicator (CDE website) went up by approximately by approximately 10%. Additionally, the number of students who were identified as A-G compliant in 2022-2023 went up by 3.3% Our College and Career Readiness Counselor has helped immensely.

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

There were few differences. In the 2023-2024 school year, we will focused squarely on seeing an increase in College and Career Readiness amongst our English Learners, Students with Disabilities, Foster and Homeless Youth.

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

Due to our WASC findings and the resulting creation of a completely new Goal #3, our 2023-2024 College and Career Readiness goal will be far more streamlined and more aligned with the College and Career Indicators found on the CDE website.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Single Plan for Student Achievement

4. 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

3. Goal 2

Provide systemic, multi-tiered professional learning opportunities for faculty and staff that lead to improved academic and social/emotional student outcomes for all students, especially evidenced among English Learners and Students with Disabilities

1. Identified Need

During the school's 2023 WASC visit, the accreditation team made several recommendations related to Professional Learning. 1) TOHS must seek ways to increase the opportunities for teachers to collaborate within departments and across departments to design integrated curricula, align curricula, analyze data, and maintain consistent implementation of curricula schoolwide. 2) TOHS must continue to improve data-driven instructional strategies, including more collaborative data analysis and adjustments to instruction. Finally, 3) TOHS must build support systems that include training, collaboration, and time for planning for faculty to strengthen the inclusion practices of the Special Education students campus-wide so that TOHS can continue increasing participation of special education students in the General Education classroom.

2. Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Faculty Meeting focus will be on professional development

This is a new goal for 2023-2024

During the 2023-2024 school year, all faculty meetings will be focused on professional development

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|----------------------------------|---|
| PLC+ Training | This is a new goal for 2023-2024 | By May, 2024, all Department Chairs will be trained in PLC+ strategies |
| Minutes from Department Minutes will reflect time spent discussing Teaching and Learning | This is a new goal for 2023-2024 | By May, 2024, 80% of all Department Meetings will focus teaching and learning results |
| Restorative Justice Training | This is a new goal for 2023-2024 | By March, 2024, all TOHS administrators will be trained on the use of restorative justice strategies |
| Survey of EL and SWD students and their teachers at least 3 times a year | This is a new goal for 2023-2024 | By May, 2024, EL and SWD students and their teachers will be surveyed on perceived teaching and learning needs at least three times. |
| Increased use of mastery grading strategies | This is a new goal for 2023-2024 | In the 2023-2024 school year, 100% of teachers will be engaged in professional learning on mastery grading practices. All teachers will be able to highlight at least one mastery grading practice that they are using. |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Faculty Meeting Transformation | 2023-2024 school year | Administration Leadership Team Faculty | All faculty meetings from August 28 to May 13 will provide professional development opportunities for teachers. | 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 |
| | | | When Specific professional development topics are not offered (e.g., required CVUSD training, suicide prevention training, etc.) TOHS will offer teacher-led professional development (referred to as TOU, that is, Thousand Oaks University). | None Specified | None Specified | 0 |
| | | | Informational items usually given at faculty meetings will be shared in a "meeting in a memo" shared in the weekly update sent to the faculty by the principal. | None Specified | None Specified | 0 |
| PLC + Training | 2023-2024 | Principal Department Chairs | TOHS will contract with Corwin Press to provide training on how to implement their PLC+ strategies (professional learning communities). | 5000-5999: Services And Other Operating Expenditures | ESSER III - Other Allowable Uses | 30,500 |
| | | | Subs will be provided to the 10 Department Chairs for 3 days each throughout the 2023-2024 school year. | 1000-1999: Certificated Personnel Salaries | ESSER III - Other Allowable Uses | 4500 |
| | | | TOHS Department Chairs will be paid for their participation in PLC+ training on August 17th. | 1000-1999: Certificated Personnel Salaries | ESSER III - Other Allowable Uses | 8000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|------------------------|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Restorative Justice Training | 2023-2024 | Administrative Team | In accordance with ATSI, the TOHS Administrative team will engage in a training with CVUSD personnel to learn about restorative justice practices and alternatives to suspension in order to reduce the number of suspensions among our English Learner population. | None Specified | None Specified | 0 |
| Block Schedule Collaboration | 2023-2024 | Administration | In an effort to build capacity among faculty members to effectively plan and teach on a block schedule, teachers will be given time and resources in order to prepare and collaborate on block teaching strategies. | None Specified | None Specified | 0 |
| Grading for Equity | 2023-2024 | Administration Faculty | All faculty will continue their learning and implementation of grading strategies from Grading for Equity. | None Specified | None Specified | 0 |
| Train Teachers on First, Best Instruction | 2023-2024 | Administration Faculty | Time will be spent throughout the school year in order to discuss what best, first instruction is (UDL checkpoints 8.3 and 9.1) and what strategies can be used to enhance it. | 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 |
| Conferences (PD opportunities) for all constituents | 2023-2024 | Administration Faculty Students | Faculty, students and administration will have access to funds in order to attend conferences and other professional development opportunities that address the school's needs and goals. Substitutes will be provided for teachers who attend professional development opportunities that meet the needs and goals of the school. | 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries | ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses | 6152 3000 |
| Survey for ESL and Special Education teachers and students | 2023-2204 | Administration Faculty Students | Throughout the 2023-2024 school year, teachers as well as EL and SWD students will be surveyed in order to determine what they need in order to effectively teach and learn in SWD and EL classes. | None Specified | None Specified | 0 |
| Advanced Placement Training | 2023-2024 | Faculty | All teachers who are teaching Advanced Placement classes for the first time will be sent to a training. | 5000-5999: Services And Other Operating Expenditures | 4EEF | 1200 |

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

This is a new goal for the 2023-2024 school

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

This is a new goal for the 2023-2024 school

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

This is a new goal for the 2023-2024 school

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Single Plan for Student Achievement

4. LEA/LCAP Goal

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

4. Goal 3

Faculty and Staff will work on improving consistency across campus, specifically in instruction, communicating learning goals and sharing information with students and parents. They will use more data-driven strategies and collaborate on adjusting instruction as needed, while providing clear expectations and timely feedback on assignments. Teachers will clarify for their students and their caregivers where information on their grades can be found. The goal is to improve student perception of assignment clarity, purpose, and teacher adjustments to meet student needs, with a target increase of 10% in each of those areas on the annual student spring survey. Additionally, TOHS Administration will reduce the suspension rate among our English Learners by 20%.

1. Identified Need

During the school's 2023 WASC visit, the accreditation team made several recommendations related to building consistency across campus. Specifically, the WASC committee focused on: 1) consistent instructional practices regardless of class level (Special Education, CP, Honors, and AP classes); 2) consistent communication with caregivers regarding student progress (what grading platform to use, concerns with student performance, timeliness of grading, etc). Additionally, in accordance with ATSI, the school must address the higher suspension rates among English Learners.

2. Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Suspension Rate among English Learners

In the fall of 2022, it was reported 11.8% of all English Learners were suspended at least one day.

In the spring of 2024, only 6.8% of all English Learners will have been

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| | | suspended for at least one day (5% decrease). |
| SBAC Language Arts Performance among Students with Disabilities | 21% of SWD met or exceeded standards in 2023 | In 2024, 30% of SWD will meet or exceed standards |
| SBAC Language Arts Performance among English Learners | 11% of EL Students met or exceeded standards in 2023 | In 2024, 20% of EL students will meet or exceed standards |
| SBAC Math Performance among Students with Disabilities | 16% of SWD met or exceeded standards in 2023 | In 2024, 25% of SWD will meet or exceed standards |
| SBAC Math Performance among English Learners | 11% of EL Students met or exceeded standards in 2023 | In 2024, 20% of EL students will meet or exceed standards |
| Survey: Teachers use variety of strategies | 67% of respondents to the 2023 Spring Survey indicated that their teachers use a variety of teaching strategies | On the 2024 Spring Survey, 72% of students will indicate that their teachers use a variety of teaching strategies (5% increase) |
| Survey: Teachers check for understanding | 57% of respondents to the 2023 Spring Survey indicated that their teachers check for understanding | On the 2024 Spring Survey, 62% of students will indicate that their teachers check for understanding (5% increase) |
| Survey: Teachers clarify purpose of lesson | 43% of respondents to the 2023 Spring Survey indicated that they understand the purpose of a lesson | On the 2024 Spring Survey, 53% of students will indicate that they understand the purpose of a lesson (10% increase) |
| Survey: Teachers adjust lessons | 45% of respondents to the 2023 Spring Survey indicated that their teachers adjust lessons based on their understanding | On the 2024 Spring Survey, 55% of students will indicate that their teachers adjust lessons based on their understanding (10% increase) |
| Quarterly Parent Survey: grades and communication | This is a new metric in 2023-2024 | This is a new metric in 2023-204 |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|---|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide English Learners with targeted support as well as information regarding reclassification criteria in an effort to positively impact their progress. | Ongoing | API Bilingual Facilitator EL Faculty Counselors | One-on-one and small group meetings between EL Team, EL students, EL counselor and parent when available to provide information regarding reclassification criteria, on an on-going basis. | None Specified | None Specified | 0 |
| | | | Maintain Latino Youth Leadership and Latino Connections as schoolwide programs and provide Advisor with a annual stipend. | 1000-1999: Certificated Personnel Salaries | OTRM | 2000 |
| | | | Increase the number of opportunities to connect EL students with existing school programs including: EThOS, CTE Pathways, Majors Programs and the like. | None Specified | None Specified | 0 |
| | | | Increase the number of opportunities to connect EL students with students, coaches, advisors and directors of co-curricular programs, perhaps through ELAC and SSC meetings | None Specified | None Specified | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|---|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Provide EL and content area teachers with specific training to meet the needs of EL students through improved instruction | None Specified | None Specified | 0 |
| | | | EL Team will coordinate intervention programs including providing study skill workshops for EL students | 4000-4999: Books And Supplies | 0010 | 500 |
| | | | Continue to increase the EL parent participation in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC | None Specified | None Specified | 0 |
| Provide Students with Disabilities, Foster and Homeless youth with targeted interventions in an effort to positively impact their progress. | Ongoing | API APSSS Special Education Faculty Counselors | Provide content area teachers with specific training to meet the needs of SWD, Foster and homeless youth through improved instruction. | None Specified | None Specified | 0 |
| | | | 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 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|-----------------------|--|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | 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 |
| | | | Special Education Team will coordinate intervention programs including providing study skill workshops for SWD. | 4000-4999: Books And Supplies | 0010 | 500 |
| | | | Continue to increase the participation of parents of SWDs and Foster and homeless youth in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC. | None Specified | None Specified | 0 |
| Reduce Suspension Rate Among English Learners. | 2023-2024 | Administration | In accordance with ATSI, TOHS will reduce the suspension rate among our English Learners by using restorative justice practices and alternatives to suspension. | 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 |
| Instructional Rounds. | 2023-2024 | Administration Faculty | Each quarter, two days of Instructional Rounds will be held. Up to 4 teachers may choose to participate on 4 planned days of Instructional Rounds. Subs will be hired for the teachers who want to participate. | 1000-1999: Certificated Personnel Salaries | 0010 | 6000 |
| | | | In order to enhance consistency across campus a focus will be placed on sharing best practices. | None Specified | None Specified | 0 |
| Student Handbook Walkthroughs. | Fall, 2023 | Administration Faculty | In the fall of 2022, TOHS administrators will be visiting classes in order to discuss basic rules, expectations and the 5-Star Student program. | None Specified | None Specified | 0 |
| ELAC Meetings. | 2023-2024 | Administration EL Team Counselors | There will be 5 ELAC meetings held on campus throughout the year. At these meetings, important topics will be discussed including "navigating high school", "preparing for college", "financial aid" etc. | 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 |
| Creation of Attendance Intervention Team. | 2023-2024 | Administration Leadership Team | Create a team made up of faculty and administrators to encourage daily attendance. Create and implement best practices with consistent follow-up on multi-day absences (such as 3 days). Home visits for consistent attendance issues will be conducted. | None Specified | None Specified | 0 |
| Communication with Caregivers of struggling students. | 2023-2024 | Faculty | Teachers will reach out to parents AND students via email or phone call as soon as a student misses 2 assignments at the beginning of each semester. Teachers will check-in directly with students who they've noticed are struggling/missing assignments. | None Specified | None Specified | 0 |
| | | | Teachers will increase communication and feedback to parents and students about student progress throughout the year. Teachers will ask parents what is the best way to reach them (regular mail, email, phone call, text.) | 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 |
| Faculty will work to build consistency across departments to align grading practices at each grade level. Develop consistent methods in assessing mastery of content. | 2023-2024 | Administration Faculty | Using strategies learned from the book Grading for Equity, expectations for any given assignment and grading criteria will be shared with students. | None Specified | None Specified | 0 |
| Teacher will post grades every two weeks. | 2023-2024 | Administration Faculty | Teachers will post grades every two weeks or, if no grades are available, will send an email to all parents with a preview of upcoming grades. | None Specified | None Specified | 0 |
| Teachers will clearly articulate lesson objectives to all students... "Why are we learning this?" In addition, teachers will make it clear to students on how they may meet or exceed expectations. | 2023-2024 | Administration Faculty | Using strategies from John Hattie's Visible Learning, teachers will specifically address "learning intentions" and "success criteria" for each lesson. | None Specified | None Specified | 0 |
| Department Chairs will begin the process of establishing a consistent department-wide late work policy. | 2023-2024 | Leadership Team | Using Leadership Team meeting time and PLC time, Department Chairs will lead the process of devising a uniform late work policy within each department. | None Specified | None Specified | 0 |
| | | | Once established, late work policies will be communicated to families. | 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 |
| Teachers will communicate with both students and families about how grades, learning outcomes, and assignments will be posted--either using Canvas or Q. | 2023-2024 (beginning of both semesters) | Faculty | Communication must be made by teachers to all stakeholders where their assignments and grades are posted to reduce confusion by both students and caregivers on progress in courses. | None Specified | None Specified | 0 |

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

This is a new goal in 2023-2024

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

This is a new goal in 2023-2024

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

This is a new goal in 2023-2024

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Single Plan for Student Achievement

4. 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

5. Goal 4

In order to support the school's goals for targeted student outcomes listed in Goal #1, TOHS will promote and measure programs that support the social and emotional needs of all students and increase student voice on campus.

1. Identified Need

Targeted actions instituted last year revealed that there is much TOHS can do to support the social, emotional and mental wellness of its staff and students at all times. TOHS will continue to develop and implement strategies that will address the social, emotional and mental wellness of our staff and students on an ongoing basis. Additionally, TOHS will continue to make strides in order to amplify student voice on campus.

2. Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|--|--|
| Weekly survey responses | During the 23-24 school year, an average of 120 students replied to the Weekly Wellness Survey | By May, 2024, the average number of responses to the Wellness Survey will be 250 per week. |
| Spring Survey Responses | In the Spring of 2023, only 727 students responded to the spring survey. | In the spring of 2024, 1000 students will take the spring survey. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| Students feeling like they have a voice on campus | In the 2023 spring survey, 53% of students indicated that they feel that they have a voice on campus all or most of the time | In the 2024 spring survey, 63% of students will indicate that they feel they have a voice on campus all or most of the time. |
| Weekly student visits to the Wellness Room | During the 2022-2023 school year, The TOHS Wellness Center provided service to an average of 131 students per month for an average of 15,008 minutes per month (September through April). | By April of 2024, the average number of students seen in the TOHS Wellness Center will be 145 (approx. 10% increase), for an average of 16,500 minutes per month (approx. 10% increase). |
| Students feeling connected to their school | In the 2023 spring survey, 76% of students indicated that they feel connected to their school. | In the 2024 spring survey, 85% of students will indicate that they feel connected to their school. |
| Students seeing value in SEL instruction | This will be a new metric in the 23-24 school year. | In the 2024 spring survey, 65% of students will indicate that they see value in any and all SEL activities or instruction that occur in the classroom. |
| Student Announcements | This will be a new metric in the 23-24 school year. | By May 2024, students will have received "in-person" announcements in their 1st or 2nd period classes once a week and will view video announcements once a week from September through May. Additionally, This will be measured in the 2024 Spring survey. |
| Student restroom safety | This will be a new metric in the 23-24 school year. | Enough Campus Security Assistants will be hired in order to provide restroom entry supervision throughout the entire school day. Students will respond to a new question in the spring 2024 survey. |
| Latino Youth Connection Feedback Meetings | This will be a new metric in the 23-24 school year. | Each month, TOHS Administration will meet with the Latino Youth Connection and Latino Youth Leadership groups on campus in order to discuss any feedback the students may have. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|---|--|
| SEL Program Redesign | This will be a new metric in the 23-24 school year. | By spring 2024, TOHS faculty will have integrated SEL instructions into their lessons each week for the entire year. This will be measured by documenting the number teachers who respond to the monthly SEL integration survey. |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|---------------------------|--|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Continued use of a Tier I student survey, the Wednesday Outreach, as a means to weekly check on the overall social, emotional, and mental wellness of all students and provide students with links to resources that they may need to support and advocate for themselves. | Ongoing | Administration Counseling | Ongoing check on student wellness to identify at-risk, in-need students. | None Specified | None Specified | 0 |
| | | | Counselors and Administrators will review survey results and respond appropriately. Students in crisis will receive immediate attention; students requesting resources for stress management or academic support will receive it, students requesting information on ways to connect on campus will be referred to our Peer Mentoring program. | None Specified | None Specified | 0 |
| | | | The Wednesday Outreach will be reformatted so that resources for all student needs will be made available. | None Specified | None Specified | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------|---|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| TOHS Wellness Center. | Ongoing | Administration CVUSD Student Support Services Counselors | Wellness Room Supplies. | 4000-4999: Books And Supplies | None Specified | 0 |
| | | | Wellness Room Staff. | 1000-1999: Certificated Personnel Salaries | None Specified | 0 |
| Create and share through multiple channels a menu of clubs/activities that are currently meeting for students to connect to campus. | Fall, 2021 | Activities Dept | A list of clubs with updated contact information will be made available through a variety of means. | None Specified | None Specified | 0 |
| | | | The list will shared through multiple means. | None Specified | None Specified | 0 |
| SEL Lesson Integration | 2023-2024 | Administration Faculty | Teachers will be given access to all resources made available through the CVUSD SEL TOSA so that they may seamlessly integrate SEL lessons into their classrooms. | None Specified | None Specified | 0 |
| | | | Teachers will submit a weekly Google form by Sunday of each week in order to explain how SEL lessons will be integrated. | None Specified | None Specified | 0 |
| Monthly Wellness Bulletin | Ongoing | Counselors | Monthly newsletter developed for students with tips and resources and shared through the Green Sheet. | 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 |
| CRPD Youth Outreach | Ongoing | Counseling Team CPRD Outreach counselors | Students who require additional support, or who have already been working with CPRD counselors, will be given an opportunity to meet with them. | None Specified | None Specified | 0 |
| | | | Limits will be established on how many times a student may be pulled out of any one particular class. | None Specified | None Specified | 0 |
| Lancer Launch | Ongoing | Administration Activities Department ASB Officers | As is customary at TOHS, ASB officers will be hosting our annual Lancer Launch for 9th graders. Our ASB advisor will receive a stipend for work completed during the summer in preparation of the event. | 1000-1999: Certificated Personnel Salaries | ASB | 3000 |
| | | | Special consideration will be made for our EL and RFEP students during Lancer Launch in order to ensure inclusion. | None Specified | None Specified | 0 |
| | | | A virtual Lancer Launch will be created by our ASB Officers for students who join us after the start of the year or for those who cannot attend the live session. | 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 |
| Offer AVID to qualified students | Ongoing | Administration AVID Faculty Counselors | Instruct and inspire AVID students to gain strategies for academic and social/emotional success. | 1000-1999: Certificated Personnel Salaries | None Specified | 0 |
| Offer Lunch Bunch | Ongoing | Peer Mentors Sara Cummings | Provide daily supports and activities to connect students to TOHS - Provide funds for materials, games, crafts, snacks, incentives, and monthly celebrations; and conduct campus sweeps to invite students to attend. | 1000-1999: Certificated Personnel Salaries | OTRM | 3000 |
| Peer Mentoring Program activities - including AIM: All-Abilities Inclusion Mentors | Ongoing | Peer Mentoring LEAP Program | Plan and facilitate social activities on campus to promote student connectedness to TOHS, continue collaborative interaction with Peer Mentors and Buddies from the LEAP Program. | 4000-4999: Books And Supplies | OTRM | 500 |
| Support Unified Sports Program for Students with Disabilities | Ongoing | Administration Melissa Martin | Pair Athletes from the LEAP Program with general education students to practice and play sports against other CVUSD schools. | None Specified | None Specified | 0 |
| Support Sparkles Program for Students with Disabilities | Ongoing | Administration TOHS Cheerleaders Jennifer Jeziorski | Sparkles will work with TOHS cheerleaders in order to perform at various events throughout the year. | 4000-4999: Books And Supplies | OTRM | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Create an easily found SEL Canvas Card for every TOHS student offering a list of all resources available. | Fall, 2022 | Administration Counselors | Link students to virtual resources and activities - create Canvas card for all students - BreakThrough, TOHS Counselors, Peer Mentors, CVUSD SEL resources. | None Specified | None Specified | 0 |
| Faculty and Staff SEL support resources including Culture Crew. | 2022-2023 | Administration Counselors Culture Crew Leaders | Collect SEL resources for teachers and staff. | None Specified | None Specified | 0 |
| | | | Support the work of the TOHS Culture Crew, who develop ways for faculty and staff to connect and socialize. | None Specified | None Specified | 0 |
| Provide students with disabilities with information regarding school wide programs and opportunities to become connected to campus | Ongoing | Special Education Faculty Counselors Peer Mentors | Increase the number of opportunities to connect students with disabilities with existing school programs such as ETHOS, CTE, Majors, and Peer Mentoring. | None Specified | None Specified | 0 |
| Provide a safe, secure, and orderly campus where students can learn and are encouraged to participate in school-wide activities and feel emotionally supported and physically safe | Ongoing | AP, Student Welfare & Attendance Campus Security Assistants | Provide salary for Campus Supervisors during school hours and school events. | 2000-2999: Classified Personnel Salaries | None Specified | 0 |
| | | | Benefits for Campus Supervisors as listed above. | 2000-2999: Classified Personnel Salaries | None Specified | 0 |
| | | | Provide Training for Campus Security Assistants. | None Specified | None Specified | 0 |
| | | | Materials and supplies to operate the department as well as emergency supplies. | 4000-4999: Books And Supplies | 0010 | 5000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------|---|--|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide at-risk English Learners with Student Activity Cards as well as information regarding school wide programs and opportunities to become connected to campus | Fall, 2023 | Administration Sandra Martinez Galvan | Provide 30 at-risk EL students with Student Activity Cards in order to increase student participation in school-wide activities. | 4000-4999: Books And Supplies | 0010 | 1950 |
| | | | 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 connect at-risk EL students with Peer Mentors and Lunch Bunch leaders who can provide positive academic and social support - funds to offer celebrations and monthly gatherings. | None Specified | None Specified | 0 |
| Suicide Prevention Training for TOHS Faculty | 2023-2024 | Administration CVUSD Personnel | At a faculty meeting to be identified at a later date, TOHS faculty and staff will receive their annual suicide prevention training. | None Specified | None Specified | 0 |
| In-Person Student Announcements | 2023-2024 | ASB Advisor ASB Officers Faculty | ASB Representatives will provide each class in-person announcements once a week and will provide video announcements once a week. | 4000-4999: Books And Supplies | 0010 | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------|--|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Improving Restroom Safety | 2023-2024 | Administration Campus Security Assistants | TOHS Administration will ensure that there are enough campus security assistants on staff in order to adequately supervise restroom entrances throughout the entire school day. | None Specified | None Specified | 0 |
| Monthly Latino Youth Connection Feedback Meetings | 2023-2024 | Administration Faculty | Each month during the school year, members from the administrative team will meet with the Latino Youth Connection and the Latino Youth Leadership Group in order to hear their feedback on school related issues. | None Specified | None Specified | 0 |
| Student Voice Benchmark Surveys | 2023-2024 | Administration | Twice a year, students will be asked to complete a "Student Benchmark Voice Survey" in order to determine what progress is being made on student voice amplification. | None Specified | None Specified | 0 |
| 5-Star School Renewal | Fall, 2023 | Administration | The school's 5-Star School subscription will be renewed for the 2023-2024 school year. | 5000-5999: Services And Other Operating Expenditures | 0010 | 2050 |
| | | | The 5-Star School program will be used in order to reward positive school behaviors. | 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 |
| Support Unified Sports | 2023-2024 | Administration LEAP Program | Transportation to and from sporting events. | 5000-5999: Services And Other Operating Expenditures | 0010 | 2000 |
| | | | Supplies for unified sports program. | 4000-4999: Books And Supplies | 0010 | 500 |
| Monthly Meetings with SDAC Reps | 2023-2024 | Administration Student SDAC Representatives | Each Month, TOHS Administration will meet with the TOHS SDAC representatives in order to discuss current topics, brainstorm solutions and to share important information. | None Specified | None Specified | 0 |

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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

3. ANALYSIS

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

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

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

After three challenging school years (2020-2021, 2021 - 2022, 2022-2023), TOHS can now claim to have finally returned some semblance of normalcy. Last year's efforts to create the Lancer Way (student expectations), to further integrate the services provided by our Wellness Center, our students appear to be far more civil to one another and are getting immediate and targeted social,

emotional and mental support. There are several new elements on our campus that we will continue to monitor closely. The first being the adoption of another new bell schedule as well as integrated SEL lessons in classroom instruction.

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

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

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

4. LEA/LCAP Goal

6. Goal 5

1. Identified Need

2. Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

4. LEA/LCAP Goal

7. Goal 6

1. Identified Need

2. Annual Measurable Outcomes

| | | |
|------------------|-------------------------|------------------|
| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|

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

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

9. Budget Summary

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

1. Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$270,502.00 |

2. Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

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

| State or Local Programs | Allocation (\$) |
|----------------------------------|-----------------|
| | \$0.00 |
| 0010 | \$24,700.00 |
| 0TRM | \$64,450.00 |
| 4EEF | \$1,200.00 |
| ASB | \$3,000.00 |
| ESSER III - Learning Loss | \$100,000.00 |
| ESSER III - Other Allowable Uses | \$52,152.00 |
| None Specified | \$0.00 |
| Other | \$25,000.00 |

Subtotal of state or local funds included for this school: \$270,502.00

Total of federal, state, and/or local funds for this school: \$270,502.00

10. Budgeted Funds and Expenditures in this Plan

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

1. Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------------|--------|------------|
| 0010 | 197106 | 172,406.00 |
| ASB | 200000 | 197,000.00 |
| OTRM | 76950 | 12,500.00 |
| ESSER III - Learning Loss | 100000 | 0.00 |
| ESSER III - Other Allowable Uses | 52,152 | 0.00 |
| 4EEF | 2000 | 800.00 |

2. Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|------------|
| | 0.00 |
| 0010 | 24,700.00 |
| OTRM | 64,450.00 |
| 4EEF | 1,200.00 |
| ASB | 3,000.00 |
| ESSER III - Learning Loss | 100,000.00 |
| ESSER III - Other Allowable Uses | 52,152.00 |
| None Specified | 0.00 |
| Other | 25,000.00 |

3. Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 183,100.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 |
| 4000-4999: Books And Supplies | 16,450.00 |

| | |
|---|-----------|
| 5000-5999: Services And Other Operating Expenditures | 58,052.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 12,900.00 |
| None Specified | 0.00 |

4. Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------------------------|------------|
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 0010 | 6,600.00 |
| 4000-4999: Books And Supplies | 0010 | 12,450.00 |
| 5000-5999: Services And Other Operating Expenditures | 0010 | 4,050.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 0010 | 1,600.00 |
| 1000-1999: Certificated Personnel Salaries | OTRM | 33,000.00 |
| 4000-4999: Books And Supplies | OTRM | 4,000.00 |
| 5000-5999: Services And Other Operating Expenditures | OTRM | 16,150.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | OTRM | 11,300.00 |
| 5000-5999: Services And Other Operating Expenditures | 4EEF | 1,200.00 |
| 1000-1999: Certificated Personnel Salaries | ASB | 3,000.00 |
| 1000-1999: Certificated Personnel Salaries | ESSER III - Learning Loss | 100,000.00 |
| 1000-1999: Certificated Personnel Salaries | ESSER III - Other Allowable Uses | 15,500.00 |
| 5000-5999: Services And Other Operating Expenditures | ESSER III - Other Allowable Uses | 36,652.00 |
| 1000-1999: Certificated Personnel Salaries | None Specified | 0.00 |
| 2000-2999: Classified Personnel Salaries | None Specified | 0.00 |
| 4000-4999: Books And Supplies | None Specified | 0.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 25,000.00 |

5. Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 189,150.00 |
| Goal 2 | 53,352.00 |
| Goal 3 | 9,000.00 |
| Goal 4 | 19,000.00 |

11. School Site Council Membership and Assurances

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

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

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

The current make-up of the SSC is as follows:

- 1 School Principal
- 8 Classroom Teachers
- 3 Other School Staff
- 6 Parent or Community Members
- 8 Secondary Students




| Name of Members | Role |
|---|----------------------------|
| Dr. Eric Bergmann | Principal |
| Joanna Otey | Classroom Teacher |
| Sarah Burns | Classroom Teacher |
| Eric Kamm | Classroom Teacher |
| Harold Hutton | Classroom Teacher |
| Jennifer Jeziorski | Classroom Teacher |
| Sandra Martinez Galvan | Classroom Teacher |
| Jordan Daigneault | Classroom Teacher |
| Lisa Ravitch | Classroom Teacher |
| Danielle Oliveri, Assistant Principal-Instruction | Other School Staff |
| Daniel Solis, Counselor | Other School Staff |
| Dr. Joy Springer | Parent or Community Member |
| Tammy Adams | Parent or Community Member |
| Christine Evangelista | Parent or Community Member |
| Julie Lewis | Parent or Community Member |

| | |
|-----------------------------|----------------------------|
| Amar Nadig | Parent or Community Member |
| Aimee Sturges | Parent or Community Member |
| Emma McDonald, ASB | Secondary Student |
| Aidan Light, SDAC | Secondary Student |
| Denver Vaught, the Center | Secondary Student |
| Ana Thiel, ETHOS/CTE | Secondary Student |
| John Adams, VPA | Secondary Student |
| Sophie Ciandella, Athletics | Secondary Student |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

12. Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

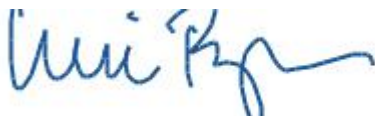
| Signature | Committee or Advisory Group Name |
|--|---|
| DG | District Advisory Committee Representative |
|  | English Learner Advisory Committee Representative |
| EDP | Gifted and Talented Education Program Advisory Committee Representative |
|  | School Site Representative |
| MP | Special Education Advisory Committee Representative |
|  | African American District Advisory Council Representative |
| LM | Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative |
| | Other: |

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

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

This SPSA was adopted by the SSC at a public meeting on 8/22/2023.

Attested:



Principal, Dr. Eric Bergmann on 8/22/2023



SSC Chairperson, Dr. Joy Springer on 8/22/2023

13. Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

1. Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

2. Purpose and Description

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

1. Purpose

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

2. Description

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

3. Educational Partner Involvement

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

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

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

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

4. Resource Inequities

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

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

14. Goals, Strategies, Expenditures, & Annual Review

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

1. Goal

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

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

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

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

2. Identified Need

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

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

3. Annual Measurable Outcomes

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

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

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

4. Strategies/Activities

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

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

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

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

5. Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

6. Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

2. Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from

the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

1. Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

3. Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

1. Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

4. Appendix A: Plan Requirements

1. Schoolwide Program Requirements

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

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

1. Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

2. Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

5. Appendix B:

1. Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

2. Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

3. Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

4. Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

5. Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

6. Appendix C: Select State and Federal Programs

1. For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019