



# 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	8/23/2022	

## Purpose and Description

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

Comprehensive Support and Improvement  
Targeted Support and Improvement

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

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

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

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

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

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

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 6
  - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement ..... 15
- Resource Inequities ..... 15
- School and Student Performance Data ..... 16
  - Student Enrollment..... 16
  - CAASPP Results..... 18
  - ELPAC Results ..... 20
  - Student Population ..... 23
  - Overall Performance ..... 25
  - Academic Performance ..... 26
  - Academic Engagement ..... 40
  - Conditions & Climate..... 44
- Goals, Strategies, & Proposed Expenditures..... 47
  - Goal 1..... 47
  - Goal 2..... 60
  - Goal 3..... 66
  - Goal 4..... 71
  - Goal 5..... 80
  - Goal 6..... 81
- Budget Summary ..... 82
  - Budget Summary ..... 82
  - Other Federal, State, and Local Funds ..... 82
- Budgeted Funds and Expenditures in this Plan ..... 83
  - Funds Budgeted to the School by Funding Source..... 83
  - Expenditures by Funding Source ..... 83
  - Expenditures by Budget Reference ..... 83
  - Expenditures by Budget Reference and Funding Source ..... 84
  - Expenditures by Goal..... 84
- School Site Council Membership and Assurances ..... 86

Advisory Council Recommendations .....88

Instructions.....89

    Instructions: Linked Table of Contents.....89

    Purpose and Description.....90

    Stakeholder Involvement.....90

    Resource Inequities .....90

Goals, Strategies, Expenditures, & Annual Review .....91

    Annual Review .....92

    Budget Summary .....93

    Appendix A: Plan Requirements .....95

    Appendix B:.....98

    Appendix C: Select State and Federal Programs .....100

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents saying their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their students' academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

79% of certificated staff feel students are engaged and motivated

Thousand Oaks High School requires its students to take an annual Spring Survey. The 2021-2022 Spring Student Survey was completed by 727 students. Key data from the survey indicates the following:

64% of students state that their teachers used a variety of teaching methods all or most of the time.

52% of students state their teachers check for understanding all or most of the time.

75% of students state that academic support was made available to them.

65% of students state that after receiving additional academic help, their understanding of content and grades improved.

74% of students state that they knew what Naviance is.

88% of students responded to at least one Wednesday Wellness survey this year.

76% of students visited the Wellness Center at least once this year.

90% of students who visited the Wellness Center found the services helpful.

46% of students felt like they have a voice on campus

85% of students agree or strongly agree that they feel safe on campus.

78% of students participated in at least one extra-curricular activity.

72% of students state that they feel connected to their school.

75% of students state that they feel TOHS is preparing them for their future.

82% of seniors state that they feel prepared to succeed after high school.

## Classroom Observations

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

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

TOHS Administration regularly makes informal visits to classes and engages with teachers about their observations. In 2022-2023, TOHS plans to re-introduce Instructional Rounds - an opportunity for teachers to visit each others' classes in order to view and then discuss teaching strategies across campus. Instructional Rounds were cancelled during the 2020-2021 and 2021-2022 schools years due to the Covid-19 Pandemic.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

CVUSD students in grades 6-8 took 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 began 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 continued 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.

## 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.

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 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.

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

Thousand Oaks High School focused a great deal of its professional development time on multiple areas:

- \* Implementing Social, Emotional Learning protocols in class
- \* Implementing the T3 Eduprotocols learned from Sonny Magana
- \* Determining ways to develop a new bell schedule schedule that would allow us to best meets the needs of our student body.

#### 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 assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

## Teaching and Learning

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

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

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.

Additionally, secondary teams from both the History/Social Science and Science Departments have participated in a textbook adoption process throughout the year to determine which publishers (textbooks) are to be piloted in 2022-23.

Instructional materials and resources are aligned with both the FAIR Act, as well as the Next Generation Science Standards and will be brought forward for Board approval in 2023.

Finally, a committee of educators completed work on the Ethnic Studies course of study 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 be implemented as an elective course to begin with, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a pilot for the 2022-23 school year for high school students.

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.

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for “overall” student performance 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, and cooperative learning.

## Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. 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:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

## Fiscal support (EPC)

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Thousand Oaks High School prides itself on the inclusive process that it uses in order to review progress on last year's SPSA goals as well as to develop SPSA goals for the current year. In addition to including all duly elected members of the School Site Council (6 parents, 8 students, 8 teachers, 1 counselor and 3 administrators), the group also included the school's representatives from PTSA, DAC, DELAC, GATE DAC, LGBTQ+ DAC, AADAC and SEDAC. Throughout the 2021-2022 school year as well as in August, 2022, the TOHS Site Council met monthly in order to spend time assessing the academic and social-emotional effects that CVUSD's and TOHS's pandemic-related modifications were having on students, especially on targeted populations such as students with disabilities (SWDs) and English Learners (ELs). The TOHS Site Council met on Tuesday, May 24th for the entire school day in order to review progress toward previous goals, review data and construct new goals for the 22-23 school year. Additionally, the TOHS Site Council reviewed the elements of SMART goal design. The 22-23 SPSA Goals will be presented to the faculty in early September.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

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

### Conclusions based on this data:

1. Residential population continues to decline.
2. The incoming 9th grade class in the fall of 2020 was abnormally small: 465 students.
3. From 18-19 to 21-22, there was an approximately 5% increase in our Hispanic/Latino population, and a 5% decrease in our White population.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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

### Conclusions based on this data:

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

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
<b>Grade 11</b>		491	460		314	428		312	428		64.0	93
<b>All</b>		491	460		314	428		312	428		64.0	93

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
<b>Grade 11</b>		2643.	2637.		43.59	34.11		26.92	34.81		16.67	21.50		12.82	9.58
<b>All Grades</b>	N/A	N/A	N/A		43.59	34.11		26.92	34.81		16.67	21.50		12.82	9.58

### 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			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
<b>Grade 11</b>		491	460		289	425		286	425		58.9	92
<b>All</b>		491	460		289	425		286	425		58.9	92

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
<b>Grade 11</b>		2646.	2601.		30.77	18.82		27.97	25.18		23.08	22.82		18.18	33.18
<b>All Grades</b>	N/A	N/A	N/A		30.77	18.82		27.97	25.18		23.08	22.82		18.18	33.18

### 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

## ELPAC Results

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

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



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2019</b>	<b>26.0</b>	<b>4.6</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	4.6
Foster Youth		
Homeless	13	0.6
Socioeconomically Disadvantaged	524	26.0
Students with Disabilities	287	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	1.0
American Indian or Alaska Native	6	0.3
Asian	104	5.2
Filipino	28	1.4
Hispanic	671	33.2
Two or More Races	109	5.4
Native Hawaiian or Pacific Islander	7	0.3
White	1073	53.1

**Conclusions based on this data:**

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






## Overall Performance

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### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>College/Career</b>  Orange		

#### 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

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

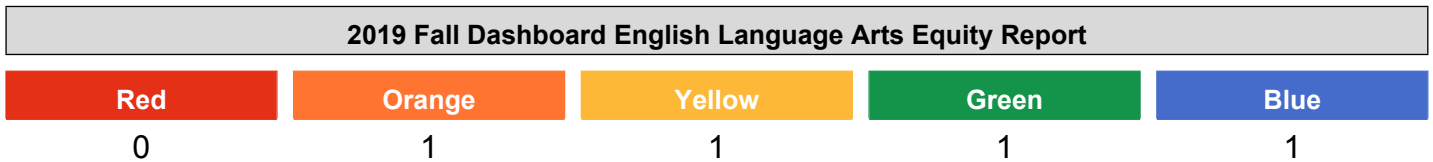
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Blue 53.1 points above standard Increased Significantly +++44.4 points 410	No Performance Color 96 points below standard Increased ++6 points 23	No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Yellow 20.2 points below standard Increased Significantly +++32.2 points 107	Orange 79.8 points below standard Increased Significantly +++37.5 points 43

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 89.3 points above standard Increased Significantly ++51.2 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.1 points above standard Increased Significantly ++51.7 points 125	 No Performance Color 95 points above standard Increased Significantly ++12.5 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 71.4 points above standard Increased Significantly ++11.1 points 217

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
134.2 points below standard 14	Less than 11 Students - Data Not Displayed for Privacy 9	69.3 points above standard Increased Significantly ++50.2 points 310

**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 Mathematics

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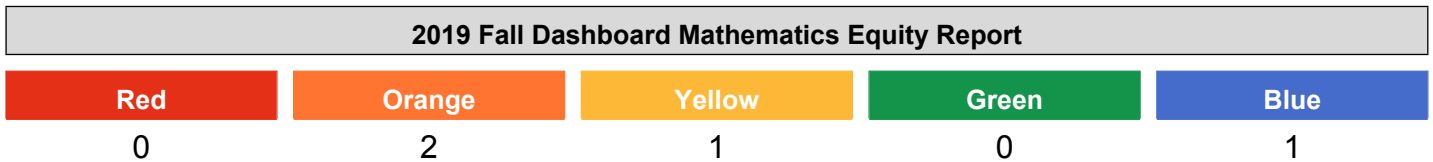
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>12.2 points below standard</p> <p>Increased Significantly ++16.8 points 408</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>155.5 points below standard</p> <p>Declined -10 points</p> <p>23</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>100.5 points below standard</p> <p>Maintained -1.2 points</p> <p>106</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>166.6 points below standard</p> <p>Increased ++6.8 points</p> <p>43</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 66.5 points above standard Increased ++7 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 81 points below standard Increased Significantly ++20.5 points 125	 No Performance Color 43.6 points above standard Increased Significantly ++60.2 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 9.2 points above standard Increased Significantly ++15.6 points 216

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

#### Conclusions based on this data:

1. While the all school data demonstrates a solid improvement from the previous year, the overall performance is still below standard.
2. English Learners continue to underperform their peers and saw a decline in performance from the previous year.
3. Students with Disabilities improved their performance, yet continue to underperform when compared to other groups

# School and Student Performance Data

## Academic Performance English Learner Progress

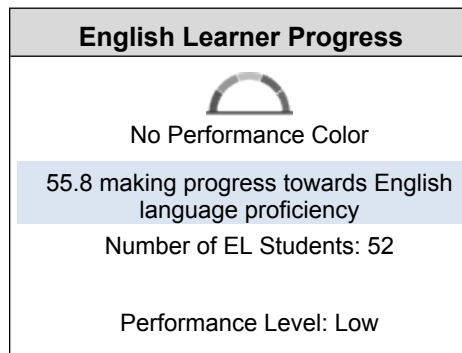
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.6	34.6	5.7	

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	517	100
African American	8	1.5
American Indian or Alaska Native	2	0.4
Asian	18	3.5
Filipino	10	1.9
Hispanic	161	31.1
Native Hawaiian or Pacific Islander	3	0.6
White	282	54.5
Two or More Races	33	6.4
English Learners	22	4.3
Socioeconomically Disadvantaged	175	33.8
Students with Disabilities	67	13
Foster Youth	1	0.2
Homeless	17	3.3

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	134	25.9
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	8	44.4
<b>Filipino</b>		
<b>Hispanic</b>	20	12.4
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	88	31.2
<b>Two or More Races</b>	11	33.3
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	20	11.4
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	5.9

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.



<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	83	16.1
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	11.1
<b>Filipino</b>		
<b>Hispanic</b>	23	14.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	48	17
<b>Two or More Races</b>	7	21.2
<b>English Learners</b>	4	18.2
<b>Socioeconomically Disadvantaged</b>	18	10.3
<b>Students with Disabilities</b>	6	9
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	277	53.6
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	14	77.8
<b>Filipino</b>		
<b>Hispanic</b>	59	36.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	175	62.1
<b>Two or More Races</b>	18	54.5
<b>English Learners</b>	2	9.1
<b>Socioeconomically Disadvantaged</b>	64	36.6
<b>Students with Disabilities</b>	5	7.5
<b>Foster Youth</b>		
<b>Homeless</b>	2	11.8

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	46	8.9
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	11.1
<b>Filipino</b>		
<b>Hispanic</b>	10	6.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	28	9.9
<b>Two or More Races</b>	3	9.1
<b>English Learners</b>	2	9.1
<b>Socioeconomically Disadvantaged</b>	6	3.4
<b>Students with Disabilities</b>	1	1.5
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	2	0.4
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	0.4
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	1	0.6
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	5.9

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	1	0.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	0.4
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	114	22.1
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	4	22.2
<b>Filipino</b>		
<b>Hispanic</b>	31	19.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	71	25.2
<b>Two or More Races</b>	3	9.1
<b>English Learners</b>	1	4.5
<b>Socioeconomically Disadvantaged</b>	26	14.9
<b>Students with Disabilities</b>	1	1.5
<b>Foster Youth</b>		
<b>Homeless</b>	1	5.9

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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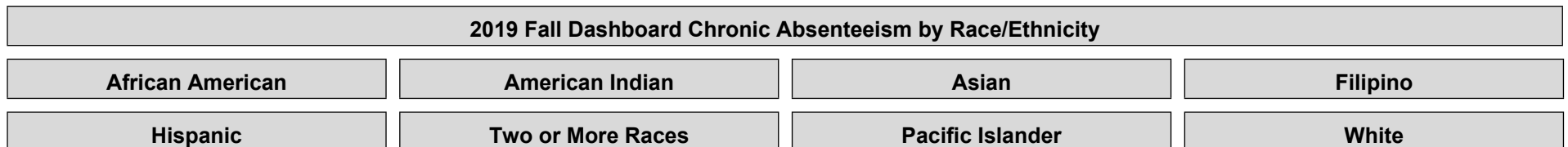
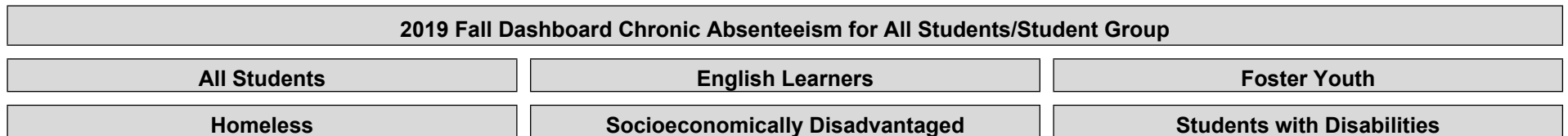
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance                      Red                      Orange                      Yellow                      Green                      Blue                      Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.





# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	517	498	0	96.3
English Learners	22	16	0	72.7
Foster Youth	1		0	
Homeless	17	14	0	82.4
Socioeconomically Disadvantaged	175	165	0	94.3
Students with Disabilities	67	59	0	88.1
African American	8		0	
American Indian or Alaska Native	2		0	
Asian	18	18	0	100
Filipino	10		0	
Hispanic	161	150	0	93.2
Native Hawaiian or Pacific Islander	3		0	
White	282	276	0	97.9
Two or More Races	33	31	0	93.9

**Conclusions based on this data:**

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at [www.caschooldashboard.org](http://www.caschooldashboard.org)

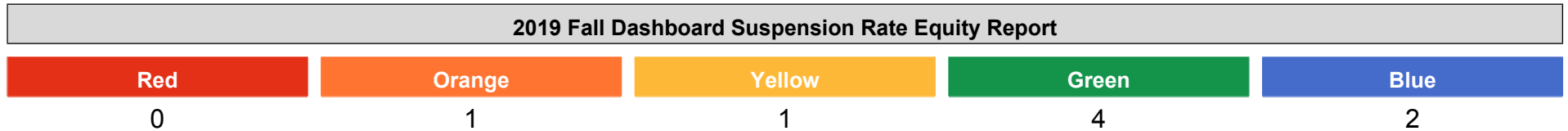
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



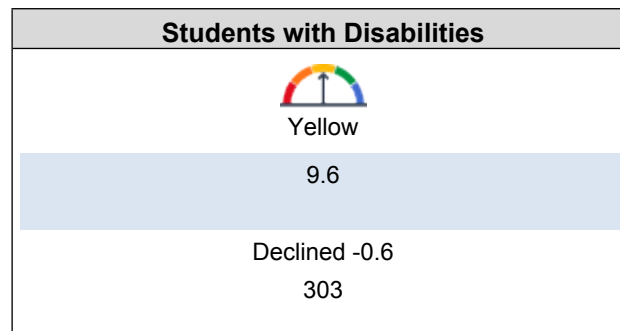
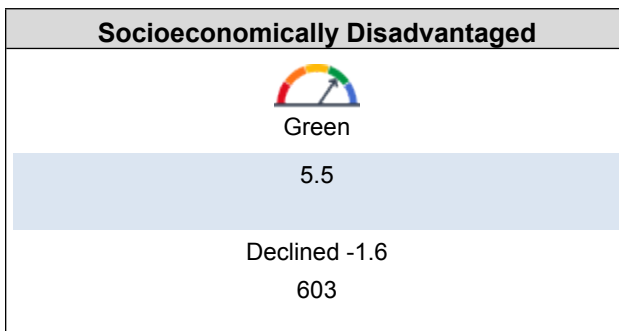
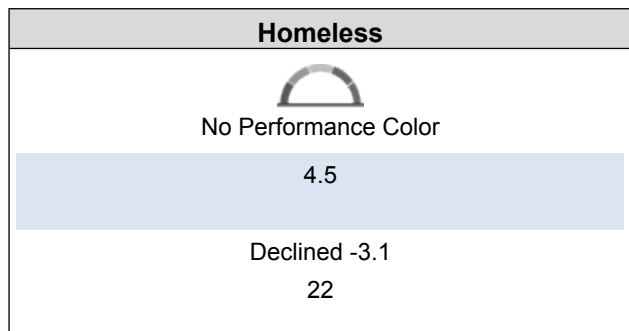
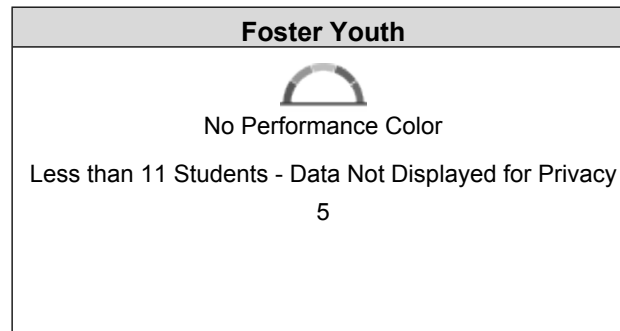
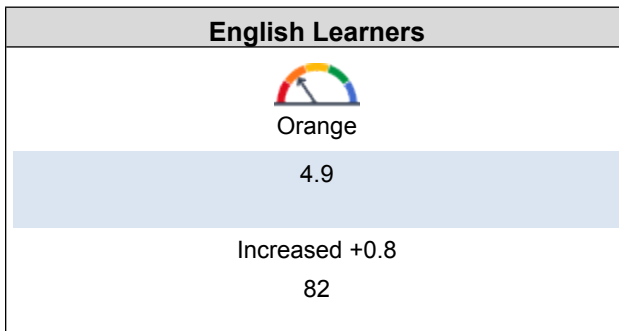
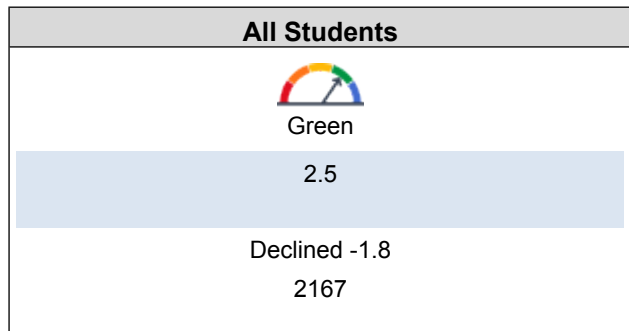
Highest Performance

This section provides number of student groups in each color.











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

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -2.8 21	 No Performance Color 0 Maintained 0 11	 Blue 0 Maintained 0 111	 Blue 0 Declined -5.3 32
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1 Declined -1.1 676	 Green 1.9 Declined -4.2 106	 No Performance Color Less than 11 Students - Data Not 5	 Green 2 Declined Significantly -2.1 1205

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	4.2	2.5

**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Single Plan for Student Achievement

## LEA/LCAP Goal

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

## Goal 1

TOHS will provide supports for English Learners, Students with Disabilities, GATE students, foster and homeless youth, and the middle learner, in order to achieve college and career readiness while preventing learning loss. TOHS will increase the percentage of students who are identified as college and career ready on the CDE dashboard by 10% during the 2022-2023 school year. This will be accomplished by providing the culture and conditions that expand and improve learning opportunities for ALL students.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Indicator for College and Career Readiness	49.9% (2019 dashboard data)	59.9% (2023 dashboard data)
Overall SBAC ELA Performance	53.1 points above standard (2019 dashboard data)	60 points above standard (2023 dashboard data)
Overall SBAC Math Performance	12.2 points below standard (2019 dashboard data)	10 points above standard (2023 dashboard data)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LRE Data	34%	40% by June, 2023
Seal of Biliteracy	18.8% of 12th grade students	25% of 12th grade students (117 of 467 students)
CTE Pathway Completion	107 students completed a CTE pathway in 2022	118 Students (10% increase) will complete a pathway in 2022-2023
SBAC ELA Performance for Students with Disabilities	23% met or exceeded standards in 2022	33% will meet or exceed standards in 2023
SBAC ELA Performance for English Learners	10% met or exceeded standards in 2022	20% will meet or exceed standards in 2023
SBAC ELA Performance for Socio Economically Disadvantaged Students	47% met or exceeded standards in 2022	57% will meet or exceed standards in 2023
SBAC Math Performance for Students with Disabilities	0% met or exceeded standards in 2022	20% will meet or exceed standards in 2023
SBAC Math Performance for Hispanic Students	25% met or exceeded standards in 2022	35% will meet or exceed standards in 2023
SBAC Math Performance for Socio Economically Disadvantaged Students	20% met or exceeded standards in 2022	30% will meet or exceed standards in 2023
Overall Performance Level among English Learners as indicated on Ellevation	Currently, the average overall performance level is 2.89 as indicated in Ellevation.	Average overall performance level listed in Ellevation will be 3.03 after the spring administration of the ELPAC.
Graduation Rate will remain constant in all subgroups	Graduation rate for all: 96%, EL - 70%, SWD - 90%, SED - 94%	By June, 2023, our graduation rates will be - All School 97%, EL - 80%, SWD - 95%, SED - 97%
Naviance Usage	For the 2021-2022 school year, 9th graders used Naviance 1.44 times, 10th graders - 1.66 times, 11th graders - 2.92 times, 12th graders - 10.8 times	For the 2022-2023 school year: 9th graders will have visited Naviance 3.0 times, 10th graders - 5 times, 11th graders - 8 times, 12th graders - 12 times.



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
Math Department In-Service	Fall 2022	Math Department Administration	The TOHS Math Department will be paid for 20 hours of in-service. The Department will meet the week of August 15-19 in order align, plan and discuss teaching, learning and assessment strategies, as well as strategies to reduce the number of drops in the department as well as the numbers of D and F grades assigned throughout the year.	1000-1999: Certificated Personnel Salaries	0010	19,200
Provide AM/PM Tutoring Program to TOHS students.	Ongoing	Administration Faculty	Provide an early morning and afternoon tutoring program offered by teachers. Each department will have one morning and one afternoon session.	1000-1999: Certificated Personnel Salaries	OTRM	25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide student accessibility and ongoing training in Naviance, with an emphasis on 9th and 10th grade students	Ongoing	Counselors Administration Teachers	Counselors will provide Naviance training to all 9th grade students with follow-up trainings in the 10th, 11th, and 12th grade to ensure students understand how to access the program, complete their course/college planner, and utilize the software for college applications and career exploration.	None Specified	None Specified	0
			A "Naviance Tip of the Week" will be added to each Green Sheet.	None Specified	None Specified	0
			Naviance reminders will be added to the Wednesday Check In	None Specified	None Specified	0
			TOHS will activate the Parent Portal on Naviance and provide online training for parents.	None Specified	None Specified	0
TOHS Student Printing Center	Ongoing	Administration Library Staff	A free printing center located in the TOHS library will available to all TOHS students who require their school work be printed out for class.	4000-4999: Books And Supplies	0010	3000
Increase the participation rate of TOHS students taking the PSAT by 10%.	Ongoing	Administration Counselors College & Career Center personnel Teachers	Through informational meetings and broad advertising, the number of students completing the PSAT will increase by 10%	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Meeting 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 by 10%	Ongoing	API Counselors Career Education Coordinator Teachers	Increase the number of students enrolled in all CTE and VC Innovates Pathway courses from 83 to 93 through on- campus CTE Showcase and information meetings.	None Specified	None Specified	0
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	OTRM	4125
			Ebscohost Subscription	5000-5999: Services And Other Operating Expenditures	OTRM	7000
			Adobe Creative Cloud Subscription	5000-5999: Services And Other Operating Expenditures	OTRM	4025

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase online resources for music programs.	Fall, 2022	Administration Music Teachers District Leadership	TOHS music teachers will be given access to the "Music First" software package in order to support music instruction while students are learning remotely	5000-5999: Services And Other Operating Expenditures	OTRM	1500
Library Lunchtime Supervision	2022-2023	Administration	Two staff members will be selected to serve as lunchtime library supervisors in order to keep the library open at lunch	1000-1999: Certificated Personnel Salaries	OTRM	4000
Make efforts to acquire department textbooks in Spanish	2022-2023	Administration Department Chairs District Leadership Library Staff	Lists will be developed in order to determine which textbooks are needed in Spanish	None Specified	None Specified	0
			Working with our EL Team (Site and DO), efforts will be made to locate and purchase needed textbooks	4000-4999: Books And Supplies	OTRM	3000
Identify, monitor and support English Learners and RFEP students who require academic support and provide opportunities for small group support	Ongoing	Administration EL Coordinator EL Facilitator EL Counselor EL Faculty	EL Team will collaborate with API and LAT to identify at-risk EL students by reviewing standardized test scores (SBAC), ELPAC results, SRI results, grades, and teacher feedback.	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
			EL Team will coordinate intervention programs including providing study skill workshops for EL students, providing professional development for staff in delivering effective first instruction to EL students	1000-1999: Certificated Personnel Salaries	0860	500
			Continue to increase the EL parent participation in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC	None Specified	None Specified	0
			One-on-one and small group meetings between EL Coordinator, EL students, EL counselor and parent when available to provide information regarding reclassification criteria	None Specified	None Specified	0
			One section of Cyber High School will be reserved for EL and RFEP students and taught by a Spanish Speaking staff member	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 and race. D/F Lists will be provided to each Department Chair in order to be discussed at	Ongoing	Administration Faculty Counselors	Disaggregated D/F Lists will created and distributed at the end of Q1, Q2, Q3 as well as the Q4 progress reporting window.	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
Department Meeting.						
Provide credit recovery as an intervention to alternative education.	Ongoing	API Cyber High Faculty Apex Online Learning	Provide credit recovery through Cyber High, or other provider as an intervention and alternative to Continuation school. Provide credit recovery through Apex Online Learning	5000-5999: Services And Other Operating Expenditures	None Specified	0
Re-introduce Instructional Rounds	2022-2023 School year	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	OTRM	6000
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	11000
Our overall LRE data will increase by 6%	Ongoing	Administration Faculty	The school will offer 9 sections of co-taught classes (co-taught with a special education and a general education teacher) in social studies, science, English, math and PE.	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
			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	OTRM	600
Departments will develop and implement a UDL Action Plan that will ensure complete access to curricula for all students.	Fall, 2022	Administration Faculty	Teachers will spend time developing, implementing and sharing an action plan for their department that will focus on the use of UDL strategies in all classes.	None Specified	None Specified	0
Hire an A-G Counselor and develop strategies that will increase the number of students who are A-G compliant and otherwise considered college and career ready.	2022-2023	Administration	Hire an A-G Counselor	None Specified	None Specified	0
			Develop an overall blueprint on how to accomplish the goal of increasing the number of A-G compliant students.	None Specified	None Specified	0
			Coordinate efforts made by the CTE Coordinator and A-G Counselor on ways to increase the number of students	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strengthen Student to Student GATE Mentorship Program.	2022-2023	Administration GATE Coordinator	TOHS will begin the process of designing a student to student GATE mentorship program to begin at the start of the 2021-2022 school year.	None Specified	None Specified	0
			TOHS teachers will have access to GATE resources and supplies in order to support the TOHS GATE Program.	4000-4999: Books And Supplies	OTRM	500
Provide English Learners with targeted support as well as information regarding reclassification criteria in an effort to positively impact their progress.	Ongoing	API Bilingual Facilitator EL Faculty Counselors	One-on-one and small group meetings between EL Team, EL students, EL counselor and parent when available to provide information regarding reclassification criteria, on an on-going basis.	None Specified	None Specified	0
			Transition Latino Youth Leadership and Latino Connections from clubs to 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



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
			Support EL students by providing upgraded classroom technology, ongoing.	4000-4999: Books And Supplies	0860	500
			Purchase technology that will support the learning needs of EL students to include upgraded tablets, laptops that include headphones for use with Rosetta Stone	4000-4999: Books And Supplies	0860	500
			Purchase replacement technology that will support the learning needs of EL students to include iPads for the iLit computer based program.	4000-4999: Books And Supplies	0860	1000
			Purchase EL materials that support the CCSS and enhance student learning.	4000-4999: Books And Supplies	0860	500
			Provide EL and content area teachers with specific training to meet the needs of EL students through improved instruction	1000-1999: Certificated Personnel Salaries	0860	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Continue to offer credit recovery for EL students in an effort to attain minimal retention or the need for alternative education. This may be accomplished through Cyber High.	5000-5999: Services And Other Operating Expenditures	None Specified	0
Student will be provided with easy to find information on how to access all forms of academic support at TOHS.	Fall 2022	Administration	A Canvas card will be created that will provide students with the information needed in order to access all forms of academic support	None Specified	None Specified	0
Implementation and training for Mastery Connect	2022-2023	Administration Instructional Services	Teachers will receive in-depth training on how to implement and use the Mastery Connect assessment platform.	None Specified	None Specified	0

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

For those strategies and activities that were in place during the 21-22 school year, results were mixed. We believe these results were in large part due to students returning to campus for the first time in over, and were in need of campus aculturation.

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

Few differences to report

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.

Many of the actions will remain in place, however, more needs to be done in order to ensure that all students are able to acclimate to campus culture and classroom expectations. Additionally, as a school community we will begin the process of examining our grading practices in order to determine if any changes need to be made.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Single Plan for Student Achievement

## LEA/LCAP Goal

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

## Goal 2

Engage all campus constituents (teachers, staff, students, and caregivers) in the development and implementation of action items designed to support the school's mission statement and academic student outcomes, especially among English Learners, Gifted and Talented Students, Homeless Students, Students in Foster Care, and Students with Disabilities.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Creation and introduction of the Lancer Way

Baseline/Actual Outcome

This is a new goal

Expected Outcome

100% of all students will know what the Lancer way is. The creation of the Lancer way will involve Site Council, faculty, staff and representatives of different student groups: ASB, Student Senate, GSA, BSU, and Latino Connection.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Bagels attendance	In 2021-2022, each Bagels with Bergmann had an average of 20 parents. That was in large part due to a very large gathering regarding the change of our bell schedule.	Each Bagels with Bergmann in 2022-2023 will have an average of 25 parents.
First, Best Instruction	This is a new goal	100% of all walkthroughs and evaluations will include looking for evidence of UDL Checkpoint 7.2 and 8.3. Further, at each faculty meeting, the "What's Working" segment will include a spotlight on successful strategies.
Tracker Talks	This is a new goal	100% of all students will be a part of a Tracker Talk...conversations with the administration about expectations and rules.
Parent Contact Days	This is a new goal	6 CPT times will be set aside for teachers to contact parents of students who are either struggling or who are making great gains in class.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Creation of "the Lancer Way"	Fall, 2022	Administration ASB, Student Senate Faculty TOHS Site Council	TOHS Core values and student expectations will be identified and shared with the community in such a way as to make them easily memorized.	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
			These values, when recognized by TOHS faculty and staff will result in points being earned in the 5-Star Students program Efforts will be made to market the Lancer Way throughout the community.	None Specified 4000-4999: Books And Supplies	None Specified 0010	0 1000
Bagels with Bergmann	Once a quarter	Administration	A parent open house will be scheduled once a quarter where parents may come to the school, ask the Principals questions and receive valuable information.	None Specified	None Specified	0
Instructional Rounds	2022-2023 School Year	Administration Faculty	Once a quarter, teachers will be invited to join Instructional Rounds. Rounds is an opportunity for teacher to spend a portion of day visiting other teachers classrooms in order to see what other teachers are doing. 4 subs will be provided on 4 days throughout the year	None Specified 1000-1999: Certificated Personnel Salaries	None Specified 0010	0 3200
Train teachers on best, first instruction	Fall, 2022	Administration Faculty	Time will be spent at the beginning of the school year in order to discuss what best, first instruction is 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 for all constituents	2022-2023	Administration Faculty Students	Faculty, students and administration will have access to funds in order to attend conferences that address the school's needs and goals	5000-5999: Services And Other Operating Expenditures	0010	4000
Tracker Talks	Fall, 2022	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	2022-2023 School Year	Administration EL Faculty Counselors EL community	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
Counselor sessions in English and Spanish	2022-2023 School Year	Counselors	All evening TOHS Counseling sessions will offer an English session as well as a session in Spanish.	None Specified	None Specified	0
Communicating school-specific information to faculty and students on campus.	2022-2023 School Year	Administration TOHS Site Tech TOHS Maintenance team	3 large TV monitors will be installed in the display cases up and down the main hallway on campus. The monitors will be used in order to share important information with students.	4000-4999: Books And Supplies	0010	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Safe Space training from SDAC	2022-2023 School Year	Administration Faculty CVUSD SDAC	Representatives from CVUSD SDAC will present a training to our faculty on Safe Spaces. The meeting time will be decided at a later date.	None Specified	None Specified	0
Re-evaluation of disciplinary practices for all students, especially our marginalized student groups	2022-2023 School Year	Administration	TOHS Administration will continually monitor levels of disciplinary action, disaggregated by demographic data	None Specified	None Specified	0
			Alternate disciplinary strategies will be explored on matters that don't pertain to drugs, weapons and violence.	None Specified	None Specified	0
Ensuring there is Training Information Dissemination	2022-2023	Administration	Using the Green Sheet, parents will be notified of what training TOHS faculty and staff are currently working on	None Specified	None Specified	0
Grading for Equity Books	2022-2023	Administration CVUSD Instructional Services	TOHS will work with CVUSD instructional services in order to acquire 50-60 copies of grading for equity.	None Specified	None Specified	0
Communication with Caregivers begins in week 3.	Fall and Winter, 2022-2023	Faculty	Faculty will be instructed to contact any caregivers of students who have not done any school work by the end of week 3 of the semester.	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
Parent Contact Days	2022-2023 School Year	Administration Faculty	On several Wednesday mornings throughout the year, teachers will be given time to reach out to Caregivers. These Parent Contact Days can be used to address concerns with students or to celebrate the good work of students.	None Specified	None Specified	0

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

This is a new goal for 2022-2023 and beyond. Following two very difficult years, TOHS needs to reconnect students, parents, faculty and staff to its core values and expectations. At the heart of this goal is clear and regular communication with all constituents

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Single Plan for Student Achievement

## LEA/LCAP Goal

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

## Goal 3

In order to provide a greater platform for a diverse set of student voices, by June of 2023, 56% of all students responding to the Spring Student Survey will indicate having a voice on campus and feeling heard all or most of the time. That represents a 10% increase from the 2022 spring survey.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students who feel that they have a voice on campus and are heard.	On the 2022 spring survey, only 46% of students feel that they have a voice on campus and are heard all or most of the time.	By June, 2023, 56% of students who respond to the spring survey will feel that they have a voice and heard all or most of the time.
Administer student voice benchmark surveys	Given in November and March in the 2022-2023 school year	By June, 2023, two benchmark surveys as well as our annual spring survey will be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		sent to students in an effort to measure student voice.
Four students groups will be used throughout the year in order to engage in monthly "focus group" style of conversations regarding student voice. The groups will include: Student Senate, GSA, Latino Youth Leadership Group, and the TOHS Black Student Union.	This was not done in 2021-2022	The Student Focus group will meet in October, January, March, and May. The information will be shared with faculty as well as Site Council.
"What's working" segment at faculty meetings	Done at 100% of all faculty meetings	Beginning in October, 2022, each faculty meeting held through June, 2023 will include a segment where a teacher will spotlight ways that student voice is amplified.
Administration will be present at every Latino Youth Leadership, GSA, Student Senate and Black Student Union Meeting.	Administration was present at only 33% of these meetings	Beginning in October, 2023, a member of the TOHS administrative team will be present at 100% of all Latino Youth Leadership, GSA, Student Senate, and Black Student Union meetings in order to share information, and address questions and concerns.
School Communication sent in Spanish	100% of all information sent to families was sent in English and Spanish in 2021-2022	100% of all school communication will be available in both Spanish in English.

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
Dissemination of Benchmark Surveys that measure Student Voice	October, 2022 - May, 2023	Administration Teachers Sarah Burns	The Student Voice Benchmark Surveys will be given to the student two times during the school year: late fall, and early spring.	None Specified	None Specified	0
			The results of each benchmark survey will be shared with the entire community via the Green Sheet and Canvas announcements.	None Specified	None Specified	0
"What's Working" Segment at Faculty Meetings	October, 2022 - May, 2023	Administration	Beginning in October a short segment at each faculty meeting will be designed for a teacher or two to discuss successful strategies that are being used in their classroom that amplify student voice.	None Specified	None Specified	0
Administration present at groups supporting marginalized students	October, 2021 - May, 2022	Administration	At every GSA, Black Student Union, Latino Youth Leadership and Student Senate meeting, a member of the TOHS administrative team will be present to share information, answer questions and engage student in those groups in a sustained conversation about student voice.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All school communication will be sent home in Spanish and English	Ongoing	Administration Bilingual Facilitator Receptionist	All community-wide information that is sent out via phone, email, newsletter, or on the CVUSD app will be sent in both English and Spanish.	None Specified	None Specified	0
			A Spanish-only Facebook page will also be maintained by office personnel.	None Specified	None Specified	0
School administration will provide faculty with a variety of ways to amplify student voices in classes.	Ongoing	Administration	Teachers will have access to a list of resources that will provide guidance on ways to amplify student voice in classes	None Specified	None Specified	0
School Administration will form a focus group of representatives from GSA, Black Student Union, Latino Youth Leadership and the School Senate. The group will meet each month in order to discuss any and all issues on campus that are affecting student groups.	Quarterly, 2022-2023 school year	Administration Faculty Site Council representatives	Each month a focus group representing all students will meet with school administration and representatives from Site Council in order to discuss any and all issues happening on campus that are compromising campus climate.	0000: Unrestricted	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

In the 2021-2022 school year, data was trending in upwards direction at the middle of the year (over 60% felt that they had a voice all or most of the time). By the time the end of survey was given, the number had fallen to 46%. More effort needs to be given after the winter break.

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

The focus group must occur. Additionally, administrative representation must take place at all GSA, BSU, Latino Youth Leadership and School Senate meetings.

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.

Our expected annual outcome was adjusted based on the sharp decline in the spring of 2022. Additionally, a greater emphasis will be made by administration to attend the targeted meetings as well as to implement the Focus Group.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Single Plan for Student Achievement

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly survey responses	During the 21-22 school year, an average of 300 students would reply to the Weekly Wellness Survey	By April, 2023, the average number of responses to the Wellness Survey will be 400 per week.
Spring Survey Responses	In the Spring of 2022, only 727 students responded to the spring survey.	In the spring of 2023, 1400 students will take the spring survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS) Responses	Data from the next CHKS administration will create a new baseline	Results from the 2023 administration of the CHKS will be used to re-establish a baseline of qualitative data related social, emotional, and mental wellness as well as student perceptions of safety and connectedness
Weekly student visits to the Wellness Room	During the 2021-2022 school year, The TOHS Wellness Center provided service to an average of 653 students per month for an average of 9,080 minutes per month (September through April).	By April of 2023, the average number of students seen in the TOHS Wellness Center will be 720 (10% increase), for an average of 10,000 minutes per month (10% increase).
Students feeling connected to their school	In the 2022 spring survey, 72% of students indicated that they feel connected to their school.	In the 2023 spring survey, 85% of students will indicate that they feel connected to their school.
Lunch Bunch Attendance	In the 2021-2022 school year, on average 10 students visited Lunch bunch every day.	By April, 2023, the average number of students visiting Lunch Bunch will be 15 students per day.
Weekly student use of Purpose Prep SEL Curriculum.	This is a new action. A baseline of information will be established during the 2022-2023 school year	This is a new action. A baseline of information will be established during the 2022-2023 school year

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

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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Counselors and Administrators will review survey results and respond appropriately. Students in crisis will receive immediate attention; students requesting resources for stress management or academic support will receive it, students requesting information on ways to connect on campus will be referred to our Peer Mentoring program.	None Specified	None Specified	0
			The Wednesday Wellness Check-in will be reformatted so that the options for students to describe their mood will be easier to understand.	None Specified	None Specified	0
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purpose Prep	2022-2023	Administration Faculty	A site license to Edgenuity's "Purpose Prep" curriculum will be purchased. The curriculum will be used during the school's SEL time on Wednesdays.	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	11500
			Teachers will receive training on SEL teaching strategies as well as how to use the platform.	None Specified	None Specified	0
Monthly Wellness Bulletin	Ongoing	Counselors	Monthly newsletter developed for students with tips and resources	None Specified	None Specified	0
CRPD Youth Outreach	Ongoing	Counseling Team CPRD Outreach counselors	Students who require additional support, or who have already been working with CPRD counselors, will be given an opportunity to meet with them.	None Specified	None Specified	0
Lancer Launch	Ongoing	Administration Activities Department ASB Officers	As is customary at TOHS, ASB officers will be hosting our annual Lancer Launch for 9th graders. 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Special consideration will be made for our EL and RFEP students during Lancer Launch in order to ensure inclusion.	None Specified	None Specified	0
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 Anna Sobrino	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	0010	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	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Unified Sports Program for Students with Disabilities	Ongoing	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 Debbie Hannah 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	0010	500
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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
			Purchase new Golf Carts	4000-4999: Books And Supplies	0010	7900
			Security Uniforms	4000-4999: Books And Supplies	0010	500
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, 2022	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	0860	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Suicide Prevention Training for TOHS Faculty	2022-2023	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
LGBTQ+ Training for TOHS Faculty	2022-2023	Administration Joanna Otey Eric Kamm	At a faculty meeting to be identified at a later date, TOHS faculty and staff will receive their annual LGBTQ+ support training.	None Specified	None Specified	0

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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

Despite a "return to normalcy" in the 2021-2022 school year, TOHS students demonstrate that they continue to need support for Social, Emotional Learning. With its new bell schedule, TOHS built 30 minutes a week into its schedule to support the SEL needs of students. To that end, a site license for Edgenuity's Purpose Prep curriculum has been purchased in order to establish a foundation for this effort.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

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## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

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## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,000.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
0010	\$55,800.00
0860	\$6,450.00
0TRM	\$68,750.00
ASB	\$3,000.00
ESSER III - Other Allowable Uses	\$11,500.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$500.00

Subtotal of state or local funds included for this school: \$146,000.00

Total of federal, state, and/or local funds for this school: \$146,000.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0010	184704	128,904.00
0860	7360	910.00
OTRM	73710	4,960.00
4EEF	2000	2,000.00
EIA Funds	7360	7,360.00
ESSER III - Learning Loss	78410	78,410.00
	0	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
0010	55,800.00
0860	6,450.00
OTRM	68,750.00
ASB	3,000.00
ESSER III - Other Allowable Uses	11,500.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	68,000.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	34,350.00

5000-5999: Services And Other Operating Expenditures	20,650.00
5800: Professional/Consulting Services And Operating Expenditures	22,500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	25,400.00
4000-4999: Books And Supplies	0010	26,400.00
5000-5999: Services And Other Operating Expenditures	0010	4,000.00
1000-1999: Certificated Personnel Salaries	0860	2,000.00
4000-4999: Books And Supplies	0860	4,450.00
1000-1999: Certificated Personnel Salaries	OTRM	37,600.00
4000-4999: Books And Supplies	OTRM	3,500.00
5000-5999: Services And Other Operating Expenditures	OTRM	16,650.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	11,000.00
1000-1999: Certificated Personnel Salaries	ASB	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	11,500.00
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
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
0000: Unrestricted	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4

95,450.00
16,200.00
500.00
33,850.00

# 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
Anna Sobrino	Classroom Teacher
Lisa Ravitch	Classroom Teacher
Ms. Danielle Oliveri, Assistant Principal-Instruction	Other School Staff
Mr. Daniel Solis, Counselor	Other School Staff
Ms. Irene Lopez	Parent or Community Member
Ms. Tammy Adams	Parent or Community Member
Dr. Joy Springer	Parent or Community Member
Ms. Rachel Moreno	Parent or Community Member

Ms. Kris Dukes	Parent or Community Member
Mr. Peter Saari	Parent or Community Member
Maya Campo, ASB	Secondary Student
Aidan Light, SDAC	Secondary Student
Sarah Ziff, the Center	Secondary Student
Pascal Hubner, ETHOS/CTE	Secondary Student
, VPA	Secondary Student
, 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.

# 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
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
EDP	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	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 9/28/2021.

Attested:



Principal, Dr. Eric Bergmann on 9/9/2022



SSC Chairperson, Dr. Joy Springer on 9/9/2022



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019