Thousand Oaks Elementary School

-21

School Plan for Student Achievement (SPSA) Template

School Name

Instructions and requirements

Schoolsite Council (SSC) Approval Date

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

1.Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:
90 English Language Arts (some of the language arts minutes can be
combined with social studies and science curriculums)
30 English Language Development
60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:
120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)
30 English Language Development
60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:
60 English Language Arts (reading and writing)
30 English Language Development and other English Language Arts interventions
50 Math, including interventions

Lesson pacing schedule (K–8) and master schedule flexibility for suffi gs 87-1 230.14100647 9.38000011 10] TJ ET EMC /P <4D434944

Parental Engagement

Resources

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

The school worked closely with the SSC member's. The SSC reviewed and updated the SPSA on a monthly basis. In addition, the information was shared with the ELAC president and committee members.

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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	12.06%	10.92%	10.77%	51	44	42
Asian	4.26%	5.46%	4.62%	18	22	18
Filipino	0.47%	0.5%	0.51%	2	2	2
Hispanic/Latino	37.12%	35.98%	33.08%	157	145	129
Pacific Islander	%	%	0%			0
White	32.39%	33.25%	36.67%	137		

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	75	76	72	17.7%	18.9%	18.5%
Fluent English Proficient (FEP)	57	41	34	13.5%	10.2%	8.7%
Reclassified Fluent English Proficient (RFEP)	20	0	4	23.5%	0.0%	5.3%

Conclusions based on this data:

1. The student enrollment of English learners has decreased.
2. Students have been reclassified at a higher rate throughout the years.

45*45

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	94.74	*	5.26	13	19
1	*	*	*	*	*	*	15	*
2	*	14.29	*	64.29	*	21.43	13	14
3	*	0.00	*	45.45	*	54.55	11	11
4		9.09	*	63.64	*	27.27	*	11
5	*	*	*	*		*	12	*
All Grades	*	4.11	57.53	67.12	28.77	28.77	73	73

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. The English Language Arts academic performance needs to be addressed.
2. The Math academic performance needs to increase.

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
[redacted]	[redacted]	[redacted]	[redacted]
No Performance Color	No Performance Color	No Performance Color	No Performance Color
73.1 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.5 points		10	2
25			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	[redacted]	[redacted]	
Yellow	No Performance Color	No Performance Color	Blue
22.4 points below standard	37.2 points above standard	0 Students	57.6 points above standard
Increased ++6.9 points	Increased Significantly ++36.7 points		Increased Significantly ++32.8 points
81	27		61

on

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

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report	
Red	Orange
0	2

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance

Red

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue		No Performance Color	No Performance Color
0		0	Less than 11 Students - Data 2
Maintained 0		Maintained 0	
48		24	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue		Orange
0	0		1.5
Maintained 0	Maintained 0		Increased +0.8
150	57		134

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.5

Conclusions based on

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

1116 Certificated Hourly

Proposed Expenditure(s)
Teacher hourly to support students in reading or math after school - increase when carryover funds become available

Funding Source
BSEP Carryover

Cost
8,000

We will also look into increased support for students who struggling in writing, through after school groups and/or shifting intervention resources for our oldest students toward writing support instead of reading.

Object Code/Item
1102 Certificated Monthly

Proposed Expenditure(s)
.20 FTE Additional Literacy Support Teacher

Funding Source
BSEP Carryover ExpendVaria

Trimester district math assessments help us monitor student progress. We aim to increase use of assessments to backwards plan as well as to scaffold and differentiate instruction for students based on identified student need.

All teachers and relevant support staff will participate in district- and site-sponsored professional development in mathematics and the Common Core.

All necessary materials and mathematics manipulatives that are not provided by the district will be purchased as needed.

For students who need additional

PTA

Cost

13,800

Gardening program K-5 will provide opportunities for hands-on science instruction as well as health and nutrition education.

Object Code/Item

2102 Classified Monthly

Propose Expenditure(s)

.35 FTE Gardening Instructor

Funding Source

District Allocation

Object Code/Item

4380 Other/Reserve

Proposed Expenditure(s)

Personnel Variance

Funding Source

PTA

Cost

1,301

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following:

	Other

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more

Goals, Strategies, & Proposed Expenditures

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