



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thousand Oaks High School	56 73759 5637004	8/27/2024	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Thousand Oaks High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
 - Comprehensive Support and Improvement
 - Targeted Support and Improvement
 - Additional Targeted Support and Improvement
- The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
California School Dashboard	15
Overall Performance	17
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	38
Goal 3.....	42
Goal 4.....	49
Goal 5.....	56
Budget Summary	58
Budget Summary	58
Other Federal, State, and Local Funds	58
Budgeted Funds and Expenditures in this Plan	59
Funds Budgeted to the School by Funding Source.....	59
Expenditures by Funding Source	59
Expenditures by Budget Reference	59
Expenditures by Budget Reference and Funding Source	60
Expenditures by Goal.....	60
School Site Council Membership	62
Advisory Council Recommendations	64
Instructions.....	65
Appendix A: Plan Requirements	72
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	75
Appendix C: Select State and Federal Programs	78

Plan Description

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

This plan is being used by Thousand Oaks High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Thousand Oaks High School prides itself on the inclusive process that it uses in order to review progress on last year's SPSA goals as well as to develop SPSA goals for the current year. In addition to including all duly elected members of the School Site Council (6 parents, 9 students, 8 teachers, 1 counselor and 3 administrators), the group also included the school's representatives from PTSA, DAC, DELAC, GATE DAC, LGBTQ+ DAC, AADAC and SEDAC. Throughout the 2023-2024 school year as well as in August, 2024, the TOHS Site Council met monthly in order to spend time assessing the academic and social-emotional effects of the school's goals and actions were having on students, especially on targeted populations such as students with disabilities (SWDs) and English Learners (ELs). Meeting Dates were on:

- * 8/22/2023: By-law review, SSC purpose, leadership selection, SPSA review and approval
- * 9/26/2023: CAASPP Data review
- * 10/24/2023: Reviewed progress toward goal #1
- * 11/28/2023: Reviewed progress toward goal #2
- * 1/23/2024: Reviewed progress toward goal #3
- * 2/27/2024: Reviewed progress toward goal #4
- * 3/26/2024: Data review
- * 4/23/2024: Data review, SPSA retreat preparation
- * 5/21/2024: SPSA Retreat (SPSA draft writing)

The TOHS Site Council met on Tuesday, May 21st for the entire school day in order to review progress toward previous goals, review data and construct new goals for the 24-25 school year. Additionally, the TOHS Site Council reviewed the elements of SMART goal design. The 24-25 SPSA Goals will be presented to the faculty in August, 2024.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Thousand Oaks High School was "Orange" for Suspension Rate for All Students

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Hispanic and Socioeconomically Disadvantaged students at Thousand Oaks High School were "Orange" for English Language Arts and Students With Disabilities were "Red" for English Language Arts. Students with Disabilities and Socioeconomically Disadvantaged students at Thousand Oaks High School were "Red" for Mathematics. Finally, Students with Disabilities at Thousand Oaks High School were "Red" for College and Career Readiness Indicator.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Thousand Oaks High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.16%	0.17%	0.23%	3	3	4
African American	0.58%	0.9%	1.16%	11	16	20
Asian	5.57%	5.14%	4.92%	105	91	85
Filipino	1.38%	1.36%	1.39%	26	24	24
Hispanic/Latino	35.30%	37.04%	39.70%	665	656	686
Pacific Islander	0.27%	0.28%	0.23%	5	5	4
White	50.90%	49.29%	46.76%	959	873	808
Multiple/No Response	5.84%	5.76%	5.61%	110	102	97
Total Enrollment				1,884	1771	1728

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	460	436	414
Grade 10	451	459	441
Grade 11	479	431	439
Grade 12	494	445	434
Total Enrollment	1,884	1,771	1,728

Conclusions based on this data:

1. Residential population continues to decline.
2. The incoming 9th grade class in the fall of 2023 was abnormally small: 414 students.
3. From 21-22 to 23-24, there was a 4% increase in our Hispanic/Latino population, and a 4% decrease in our White population. Additionally, our African American population has doubled during the same time frame.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	109	119	113	4.6%	5.8%	6.5%
Fluent English Proficient (FEP)	409	396	413	21.3%	21.7%	23.9%
Reclassified Fluent English Proficient (RFEP)	17	22	25	0.9%	1.2%	1.4%

Conclusions based on this data:

1. The number of English Learners that we have on campus continues to trend, despite having a Newcomer Academy at another site.
2. The number of Fluent English Proficient Students on our campus spiked in 2023-2024
3. We have seen steady growth in the number of RFEP students during these three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	460	415	439	428	391	395	428	391	395	93.0	94.2	89.9
All Grades	460	415	439	428	391	395	428	391	395	93.0	94.2	89.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2637.	2617.	2612	34.11	35.29	29.6	34.81	30.18	35.2	21.50	16.62	18.5		17.90	16.7
All Grades	N/A	N/A	N/A	34.11	35.29	29.6	34.81	30.18	35.2	21.50	16.62	18.5		17.90	16.7

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	35.75	35.81		55.37	51.15		8.88	13.04	
All Grades	35.75	35.81		55.37	51.15		8.88	13.04	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	38.32	35.04		46.73	45.52		14.95	19.44	
All Grades	38.32	35.04		46.73	45.52		14.95	19.44	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.73	21.48		71.73	67.52		6.54	11.00	
All Grades	21.73	21.48		71.73	67.52		6.54	11.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.80	31.46		63.32	54.48		8.88	14.07	
All Grades	27.80	31.46		63.32	54.48		8.88	14.07	

Conclusions based on this data:

1. After our Covid years, we have continued to see an increase in the number of students who participate in the CAASPP each year.
2. During these three years, we have seen an overall decline in performance on the ELA portion of the CAASPP.
3. Writing in particular, has seen a recent spike in the number of students who are below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

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All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	460	415	439	425	386	396	425	386	396	92.4	93.0	90.2
All Grades	460	415	439	425	386	396	425	386	396	92.4	93.0	90.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4			2476												
Grade 5			2475												
Grade 11	2601.	2584.	2580	18.82	20.73	17.9	25.18	19.43	17.7	22.82	20.73	24.7	33.18	39.12	39.6
All Grades	N/A	N/A	N/A	18.82	20.73	17.9	25.18	19.43	17.7	22.82	20.73	24.7	33.18	39.12	39.6

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.53	24.61		40.71	35.49		31.76	39.90	
All Grades	27.53	24.61		40.71	35.49		31.76	39.90	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.94	22.28		57.18	54.15		21.88	23.58	
All Grades	20.94	22.28		57.18	54.15		21.88	23.58	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.24	19.43		68.00	57.77		15.76	22.80	
All Grades	16.24	19.43		68.00	57.77		15.76	22.80	

Conclusions based on this data:

1. While we have seen an increase in the number of students who have exceeded standard as well as the number of students who did not meet standard.
2. The same trend (increase in the number of of those exceeding standard as well as below standard) in problem solving and modeling/data analysis
3. The same trend (increase in the number of of those exceeding standard as well as below standard) in communicating reasoning

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1529.7	1552.5	1567.0	1523.5	1561.4	1575.8	1535.5	1543.1	1557.9	33	35	45
10	1533.7	1549.3	1549.6	1526.5	1551.3	1550.8	1540.2	1546.9	1548.1	19	34	18
11	1535.8	1528.1	1553.2	1536.0	1524.0	1563.6	1534.9	1531.8	1542.3	13	12	18
12	1510.3	1519.5	1517.1	1495.9	1517.4	1518.6	1524.3	1521.2	1515.1	17	11	13
All Grades										82	92	94

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.06	22.86	26.67	27.27	42.86	42.22	48.48	20.00	13.33	18.18	14.29	17.78	33	35	45
10	16.67	21.21	11.11	44.44	42.42	61.11	11.11	12.12	5.56	27.78	24.24	22.22	18	33	18
11	16.67	16.67	11.11	25.00	25.00	33.33	33.33	33.33	44.44	25.00	25.00	11.11	12	12	18
12	17.65	0.00	15.38	17.65	36.36	15.38	11.76	36.36	15.38	52.94	27.27	53.85	17	11	13
All Grades	12.50	18.68	19.15	28.75	39.56	40.43	30.00	20.88	18.09	28.75	20.88	22.34	80	91	94

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.21	45.71	48.89	33.33	31.43	26.67	30.30	11.43	13.33	15.15	11.43	11.11	33	35	45
10	33.33	45.45	50.00	33.33	24.24	16.67	16.67	12.12	22.22	16.67	18.18	11.11	18	33	18
11	33.33	33.33	22.22	33.33	33.33	55.56	8.33	8.33	22.22	25.00	25.00	0.00	12	12	18
12	29.41	27.27	30.77	17.65	36.36	0.00	5.88	9.09	23.08	47.06	27.27	46.15	17	11	13
All Grades	27.50	41.76	41.49	30.00	29.67	26.60	18.75	10.99	18.09	23.75	17.58	13.83	80	91	94

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.03	2.86	8.89	12.12	28.57	33.33	51.52	45.71	35.56	33.33	22.86	22.22	33	35	45
10	11.11	6.06	5.56	27.78	30.30	27.78	27.78	33.33	38.89	33.33	30.30	27.78	18	33	18
11	0.00	0.00	0.00	16.67	16.67	11.11	25.00	41.67	55.56	58.33	41.67	33.33	12	12	18
12	0.00	0.00	0.00	17.65	0.00	7.69	23.53	36.36	38.46	58.82	63.64	53.85	17	11	13
All Grades	3.75	3.30	5.32	17.50	24.18	24.47	36.25	39.56	40.43	42.50	32.97	29.79	80	91	94

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	8.57	13.33	69.70	71.43	68.89	21.21	20.00	17.78	33	35	45
10	0.00	6.06	11.11	77.78	78.79	72.22	22.22	15.15	16.67	18	33	18
11	0.00	8.33	0.00	66.67	50.00	66.67	33.33	41.67	33.33	12	12	18
12	5.88	0.00	7.69	41.18	45.45	30.77	52.94	54.55	61.54	17	11	13
All Grades	5.00	6.59	9.57	65.00	68.13	63.83	30.00	25.27	26.60	80	91	94

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	54.55	80.00	84.44	33.33	8.57	4.44	12.12	11.43	11.11	33	35	45
10	72.22	72.73	72.22	11.11	9.09	11.11	16.67	18.18	16.67	18	33	18
11	75.00	58.33	83.33	0.00	16.67	16.67	25.00	25.00	0.00	12	12	18
12	47.06	63.64	30.77	5.88	9.09	30.77	47.06	27.27	38.46	17	11	13
All Grades	60.00	72.53	74.47	17.50	9.89	11.70	22.50	17.58	13.83	80	91	94

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.06	14.29	20.00	39.39	51.43	53.33	54.55	34.29	26.67	33	35	45
10	11.11	18.18	11.11	50.00	45.45	61.11	38.89	36.36	27.78	18	33	18
11	8.33	8.33	5.56	25.00	41.67	38.89	66.67	50.00	55.56	12	12	18
12	5.88	0.00	0.00	35.29	27.27	15.38	58.82	72.73	84.62	17	11	13
All Grades	7.50	13.19	12.77	38.75	45.05	46.81	53.75	41.76	40.43	80	91	94

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	2.86	0.00	84.85	82.86	75.56	15.15	14.29	24.44	33	35	45
10	0.00	0.00	0.00	77.78	69.70	72.22	22.22	30.30	27.78	18	33	18
11	8.33	0.00	0.00	58.33	58.33	83.33	33.33	41.67	16.67	12	12	18
12	5.88	0.00	0.00	41.18	54.55	53.85	52.94	45.45	46.15	17	11	13
All Grades	2.50	1.10	0.00	70.00	71.43	73.40	27.50	27.47	26.60	80	91	94

Conclusions based on this data:

1. We have seen an increase each year of the number of students tested.
2. With a few minor exceptions, we have seen a positive trend (decrease in the number of Beginning level, and an increase in somewhat/moderately and well developed) in every domain.
3. Writing is the only exception, we are seeing the percentage of students in level 2 and level 3 remains stagnant.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1771	26	6.7	0.1
Total Number of Students enrolled in Thousand Oaks High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	119	6.7
Foster Youth	2	0.1
Homeless	15	0.8
Socioeconomically Disadvantaged	460	26
Students with Disabilities	267	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	0.9
American Indian	3	0.2
Asian	91	5.1
Filipino	24	1.4
Hispanic	656	37
Two or More Races	102	5.8
Pacific Islander	5	0.3
White	873	49.3

Conclusions based on this data:

1. The ratio of white and non-white students continues toward equilibrium.
2. The largest changes in our enrollment continue to be a decrease in the number white students and an increase in the number of Hispanic students
3. The number of socioeconomically disadvantaged students at TOHS continues to climb

School and Student Performance Data

Overall Performance








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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
English Learner Progress  Orange		
College/Career  High		

Conclusions based on this data:

1. ELA and Graduation levels continue to be at acceptable levels
2. EL Progress and suspension rates continue to be a problem area
3. Math levels need to increase

School and Student Performance Data

Academic Performance English Language Arts

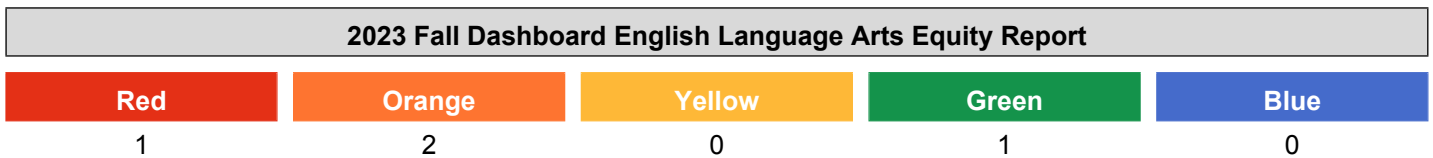
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;">All Students</p> <div style="text-align: center;">  Green </div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">34.7 points above standard</div> <div style="text-align: center;">Decreased Significantly -17.3 points</div> <div style="text-align: center; padding-top: 10px;">387 Students</div>	<p style="text-align: center;">English Learners</p> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">119.1 points below standard</div> <div style="text-align: center;">Decreased Significantly -44.8 points</div> <div style="text-align: center; padding-top: 10px;">35 Students</div>	<p style="text-align: center;">Foster Youth</p> <div style="text-align: center;">Less than 11 Students</div> <div style="text-align: center; padding-top: 10px;">0 Students</div>
<p style="text-align: center;">Homeless</p> <div style="text-align: center;">Less than 11 Students</div> <div style="text-align: center; padding-top: 10px;">7 Students</div>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;">  Orange </div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">18.7 points below standard</div> <div style="text-align: center;">Decreased -8.1 points</div> <div style="text-align: center; padding-top: 10px;">119 Students</div>	<p style="text-align: center;">Students with Disabilities</p> <div style="text-align: center;">  Red </div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">121.7 points below standard</div> <div style="text-align: center;">Decreased Significantly -24.3 points</div> <div style="text-align: center; padding-top: 10px;">76 Students</div>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	87.9 points above standard Decreased Significantly - 27.3 points 14 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.5 points below standard Decreased Significantly - 22.3 points 161 Students	90.8 points above standard Increased +11.1 points 22 Students	Less than 11 Students 1 Student	 Green 54.7 points above standard Decreased -5.1 points 185 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
182.8 points below standard 17 Students	58.9 points below standard 18 Students	58.5 points above standard Maintained +2.1 points 271 Students

Conclusions based on this data:

1. The all school numbers continue to be above standard, although there was a slight decrease
2. Our EL students, in particular, stood out as a group that saw a significant decline
3. Our SWD, also stand out as a group that is performing way below standard.

School and Student Performance Data

Academic Performance Mathematics

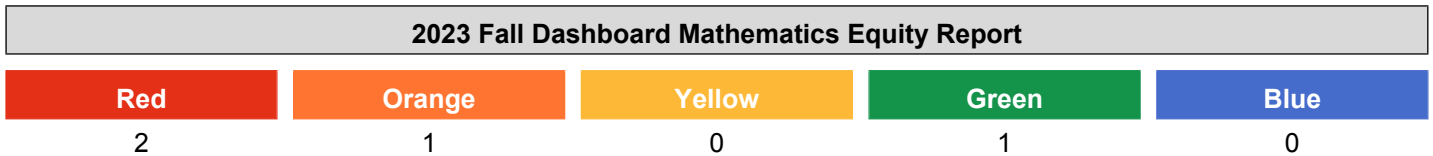
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 46.8 points below standard Decreased Significantly -15.6 points 388 Students	<p>English Learners</p> <p>198.8 points below standard Decreased -5.3 points 35 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 7 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 115.1 points below standard Decreased -6.3 points 120 Students	<p>Students with Disabilities</p>  Red 200.1 points below standard Decreased -10 points 76 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	57 points above standard Decreased -5.2 points 14 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 100.3 points below standard Decreased Significantly - 15.1 points 159 Students	42.1 points above standard Increased Significantly +33.7 points 22 Students	Less than 11 Students 1 Student	 Green 20.3 points below standard Increased +4.8 points 185 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
235.8 points below standard Increased +3.9 points 17 Students	163.9 points below standard 18 Students	23.2 points below standard Maintained -0.3 points 271 Students

Conclusions based on this data:

1. Data show a significant decline in performance for all students
2. Hispanic continue to underperform their peers and saw a decline in performance from the previous year.
3. Students with Disabilities continue to perform way below standard.

School and Student Performance Data

Academic Performance English Learner Progress

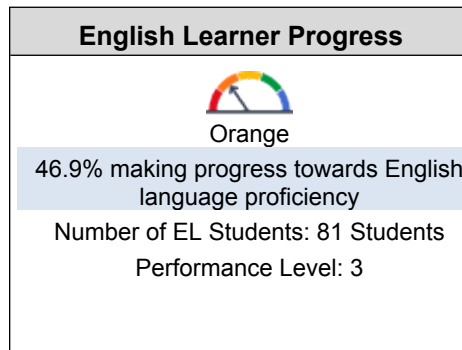
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
20	23	4	34

Conclusions based on this data:

- 46.9% of our English Learners were making progress during this time frame. That indicates a lower level of progress when compared to previous years.
- We did see see more students making progress than losing ground.

School and Student Performance Data

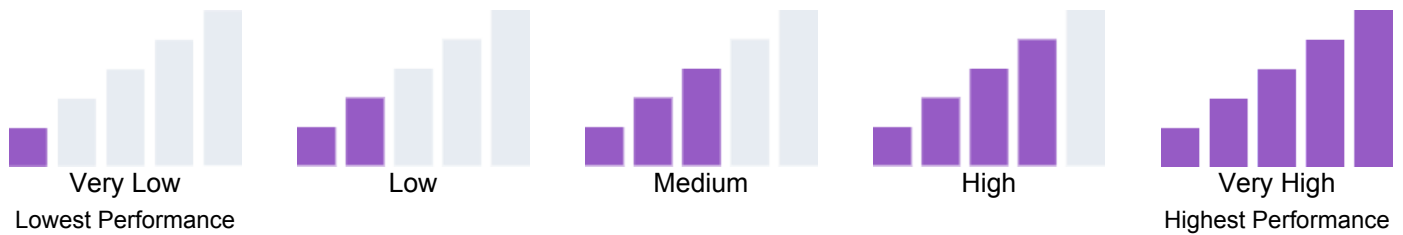
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

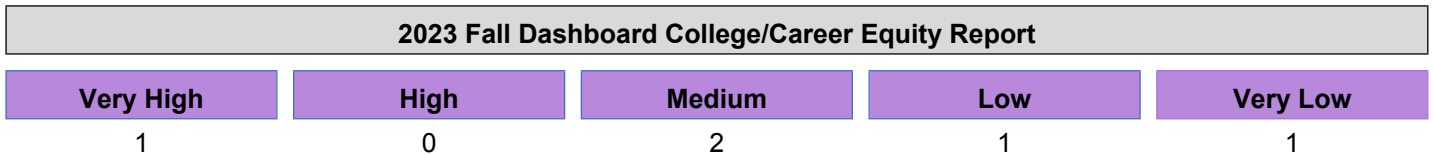
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

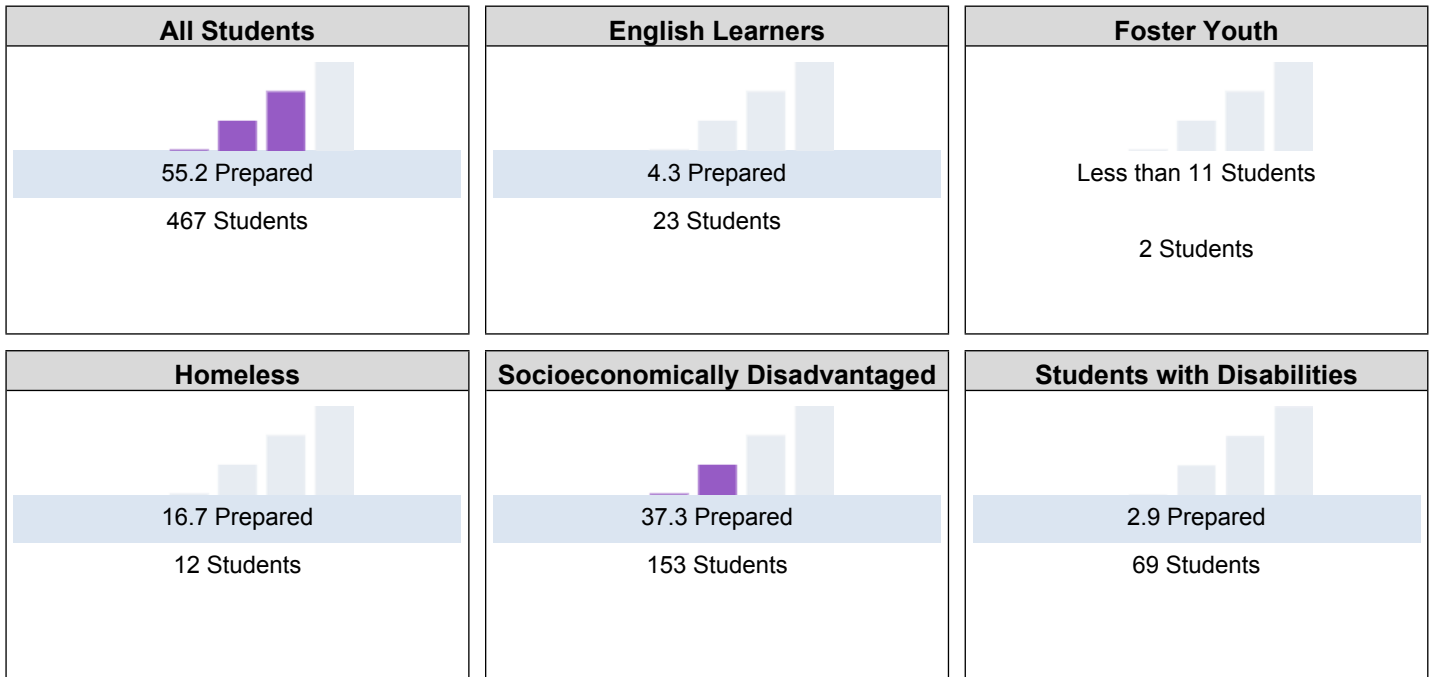


This section provides number of student groups in each level.

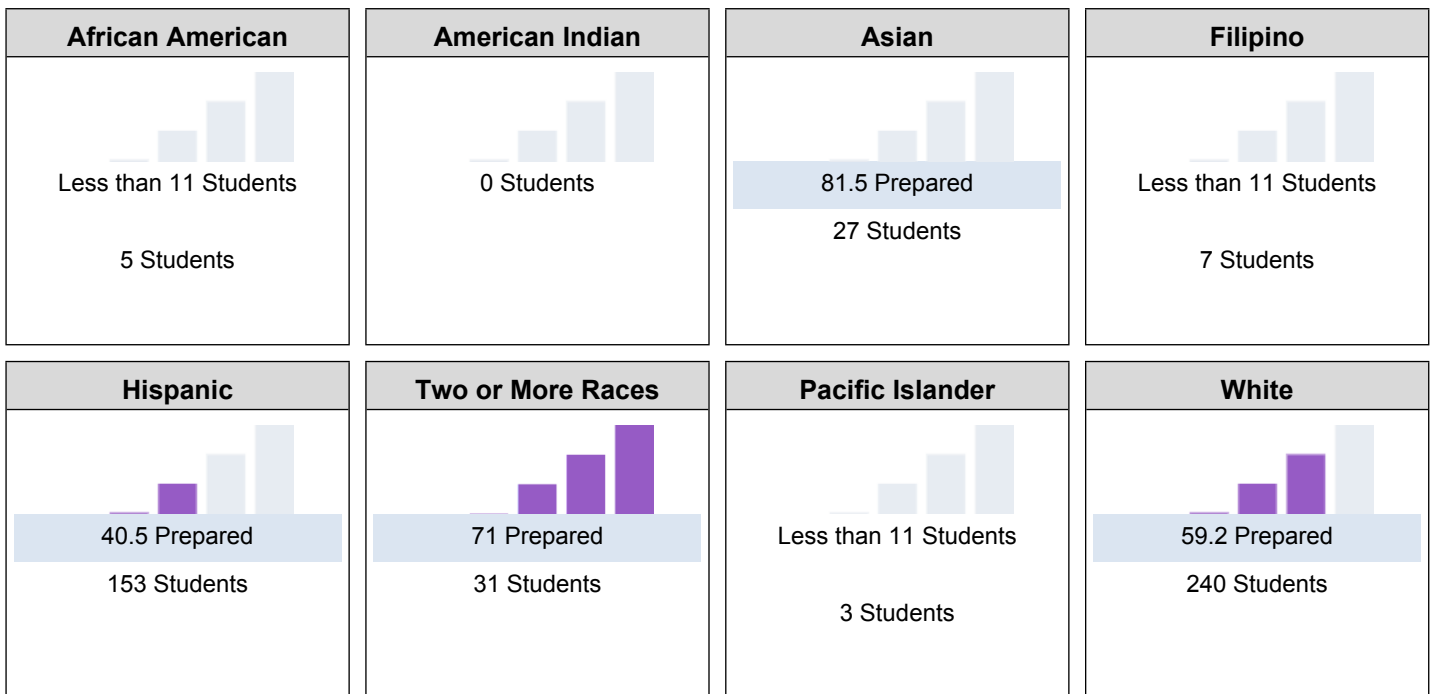


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Overall data indicate that we have a high level of college and career readiness.
2. English Learner data demonstrate a very low level of college and career readiness
3. Students with Disabilities data demonstrate a very low level of college and career readiness

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> No Performance Color 0 Students</td> </tr> </tbody> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> No Performance Color 0 Students</td> </tr> </tbody> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td> No Performance Color 0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td> No Performance Color 0 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> No Performance Color 0 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td> No Performance Color 0 Students</td> </tr> </tbody> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

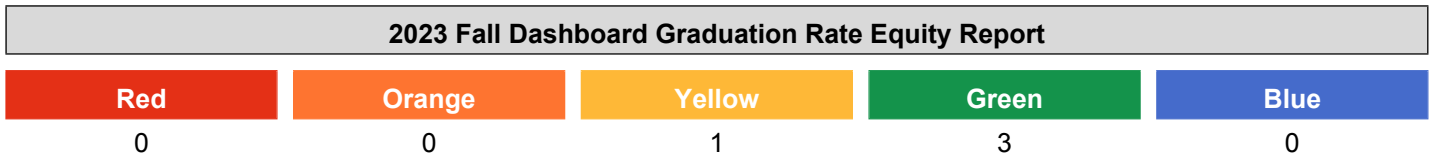
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 93.4% graduated Maintained 0 469 Students	English Learners 96% graduated Increased Significantly 10.3 25 Students	Foster Youth Less than 11 Students 2 Students
Homeless 92.9% graduated Increased Significantly 29.2 14 Students	Socioeconomically Disadvantaged  Green 92.9% graduated Maintained 0.8 155 Students	Students with Disabilities  Green 89.9% graduated Increased Significantly 8.1 69 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">100% graduated</p> <p align="center">Increased Significantly 5.3</p> <p align="center">27 Students</p>	<p>Less than 11 Students</p> <p align="center">7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Green</p> <p align="center">93.5% graduated</p> <p align="center">Increased 1</p> <p align="center">155 Students</p>	<p align="center">93.5% graduated</p> <p align="center">Increased 4.3</p> <p align="center">31 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">92.5% graduated</p> <p align="center">Decreased -1.8</p> <p align="center">240 Students</p>

Conclusions based on this data:

1. Overall, we were able to maintain our high graduation rates.
2. Students with Disabilities and English Learners improved significantly in this area.
3. White Students saw a slight decline. This may be attributed to the affects of Covid three years ago.

School and Student Performance Data

Conditions & Climate Suspension Rate

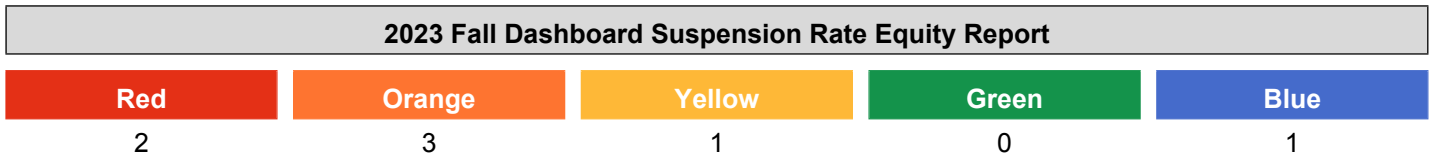
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students 3 Students
4.9% suspended at least one day	18.1% suspended at least one day	
Increased 1 1831 Students	Increased 6.3 127 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
17.6% suspended at least one day	 Orange	 Red
Declined -10.4 34 Students	8.1% suspended at least one day	12.6% suspended at least one day
	Maintained -0.2 528 Students	Increased 2.6 326 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>6.3% suspended at least one day</p> <p>Increased 6.3 16 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Yellow</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1 91 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>8.5% suspended at least one day</p> <p>Increased 1.6 680 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.7 104 Students</p>	<p>Less than 11 Students 6 Students</p>	<p align="center"> Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 0.6 905 Students</p>

Conclusions based on this data:

1. We saw an overall increase in the number of students who were suspended during the timeframe.
2. English Learners, in particular, increased higher than other groups.
3. Students with Disabilities also increased higher than other groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Single Plan for Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Indicator for College and Career Readiness	All School: 61.52% (Projected 2023-2024 dashboard data per Pulse)	All School: 70% (2024-2025 dashboard data)
Seal of Biliteracy	10% of 12th grade students (42) in 2023-2024	15% of 12th grade students in 24-25
CTE Pathway Completion	19.5% of 12th graders (82 of 419 students) completed a CTE pathway in 2023-2024	29.5% of 12th graders will complete a pathway in 2024-2025.
LRE Data	29.9% in 2023-2024	38% by June, 2025
AP Test Registration	In the 2023-2024 school year, 467 TOHS students registered for 1010 Tests	In the 2024-2025 school year, 480 TOHS students will take 1050 AP tests
AP Test Successful Outcomes	In the 2023-2024 school year, 88% of all tests earned a score of "3" or higher.	In the 2024-2025 school year, 88% or more of all students will earn a score of "3" or higher.

A-G Completion among seniors	60% of seniors graduated in 2024 A-G compliant.	In 2024, 65% of 2025 graduates will be A-G compliant.
SBAC Language Arts Performance among SWD	SWD were in the red zone on the California Dashboard for English Language Arts on the SBAC	After the 2025 SBAC administration, SWD will be in the orange zone for English Language Arts
SBAC Mathematics Performance among SWD	SWD were in the red zone on the California Dashboard for Math on the SBAC	After the 2025 SBAC administration, SWD will be in the orange zone for English Math
Number of students taking the PSAT	In 2023, 406 of all students took the PSAT (23%)	In 2024-2025, 28% of all students will have taken the PSAT
EL Progress	EL Progress was in the red zone on the California Dashboard	In 2024-2025 EL progress will be in the orange zone

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Peer Tutoring Groups	All Students	24000 OTRM 1000-1999: Certificated Personnel Salaries Once a week from September 9, 2024 through June 5, 2025 (38 weeks), a Peer Tutoring Group (PTG) will offered at lunch on two days for math and writing. A third PTG will be offered on Wednesdays where students can re-take assessments when permitted by their teacher. The advisor of each PTG will receive an amount equal to 38 hours of their hourly rate or \$4000, whichever is less.
1.2	Dual enrollment opportunity campaign	All Students	20000 Other 5000-5999: Services And Other Operating Expenditures Using the Dual Enrollment Grant acquired by TOHS, TOHS will begin a campaign to enroll more students into courses that carry college credit.
1.3	TOHS Student Printing Center	All Students	3000 OTRM 4000-4999: Books And Supplies 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.
1.4	Increase the participation rate of TOHS students taking the PSAT by 5%	All Students	0 None Specified

			None Specified Through informational meetings and broad advertising, the number of students completing the PSAT will increase by 5%
1.5	The percentage of seniors completing Majors will increase by 5%, with a specific focus on English Learners, RFEP students, students with disabilities, GATE students, foster and homeless youth in the Majors program.	All students	0 None Specified None Specified Maintain maximum enrollment capacity in the Majors programs 0 None Specified None Specified Increased efforts will be made by majors Team in order target EL, RFEP, SWD, GATE, Foster and Homeless students.
1.6	Increase the number of students completing a CTE pathway by 10%	All Students	0 None Specified None Specified Increase the number of students enrolled in all CTE and VC Innovates Pathway through on-campus CTE Showcase and information meetings.
1.7	Purchase site licenses for 5-Star Schools, EbscoHost and EdPuzzle	All Students	2100 OTRM 5000-5999: Services And Other Operating Expenditures Site License for 5-Star Schools 7657 OTRM 5000-5999: Services And Other Operating Expenditures Ebscohost subscription 3360 OTRM 5000-5999: Services And Other Operating Expenditures Site License for EdPuzzle
1.8	Strengthen Student to Student GATE Mentorship Program.	GATE Students	0 None Specified None Specified TOHS will continue its GATE student mentorship program. 500 OTRM 4000-4999: Books And Supplies TOHS teachers will have access to GATE resources and supplies in order to support the TOHS GATE Program.
1.9	Library Lunchtime/After School Supervision	All Students	4000

			OTRM 1000-1999: Certificated Personnel Salaries Certificated staff members will be selected to serve as lunchtime and after school library supervisors.
1.10	Make efforts to acquire department textbooks and required reading in Spanish and in Audiobook format	Students with Disabilities, Learners	English 0 None Specified None Specified Lists will be developed in order to determine which textbooks are needed in Spanish and in audiobook format. 3000 OTRM 4000-4999: Books And Supplies Working with our Special Education and EL Teams (Site and DO), efforts will be made to locate and purchase needed textbooks.
1.11	Students will be provided with easy to find information on how to access all forms of academic support at TOHS.	All Students	0 None Specified None Specified A Canvas card will be created that will provide students with the information needed in order to access all forms of academic support.
1.12	Quarterly grade distribution data will be generated in such a way so that all data can be disaggregated by class, teacher, SWD, EL, Foster and Homeless students and race. Grade distribution data will be provided to each Department Chair in order to be discussed at Leadership Meetings and PLCs.	All Students	0 None Specified None Specified Disaggregated D/F Lists will be created and distributed at the end of Q1, Q2, Q3 as well as the Q4 progress reporting window.
1.13	UC/CSU Conferences for Counselors and College and Career Specialist	All Students	1600 OTRM 5800: Professional/Consulting Services And Operating Expenditures All School Counselors, our College and Career Readiness Counselor and College and Career Center Specialist will attend the UC and CSI conferences.
1.14	Creation and Implementation of a TOHS Inclusion Master Plan	SWD	0 None Specified None Specified 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. The plan will include (but not be limited

			to) master schedule changes, professional development, and the creation of the Thousand Oaks Inclusion Leadership Team (TILT).
1.15	Our College and Career Readiness Counselor will focus on the creation post-high school planning with our EL and SWD populations	EL and SWD Students	0 None Specified None Specified Support our College and Career Readiness Counselor through regular meetings and data sharing.
1.16	2024-2025 TOHS Diversity, Equity and Inclusion Plan	BIPOC, EL and SWD Students	0 None Specified None Specified 2024-2025 DEI Goals: 1. Reduce the disparity in suspension rates between SWD and ELs and non-SWD and non-ELs. 2. Hire a staff that reflects the ethnicity of our student body 3. Hire bilingual staff who can provide support to our Spanish speaking families
1.17	2024-2025 Hatchings Training	All Students	0 None Specified None Specified Throughout the 2024-2025 school year, TOHS counselors will engage in the continued Hatchings Training with other CVUSD counselors. The training will result in a set of goals that will direct counseling resources toward struggling or high-risk students.
1.18	Using UDL to Improve Instruction for our Multilingual Learners	ELs	0 None Specified None Specified Throughout the year, teachers will receive training to strengthen their knowledge and implementation of UDL strategies to better support multilingual learners in the classroom.
1.19			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In some areas, we were very effective (e.g., SWD Graduation Rate), in other areas we were not. For instance, our LRE rate fell substantially.

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

No major 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.

We will be adding our Diversity, Equity and Inclusion Goals, our 9th Grade Success Plan as well as our new LRE Strategic Plans to this SPSA 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Single Plan for Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Faculty Meeting focus will be on professional development	During the 2023-2024 school year, all faculty meeting time was used for professional development	During the 2024-2025 school year, all faculty meetings will continue to be focused on professional development
CAPS Training	This is a new goal for 2024-2025	By May, 2025, all Department Chairs will have been introduced to the CAPS training
Minutes from Department Meetings will reflect time spent discussing Teaching and Learning	In 2023-2024, 50% of all Department Meetings spent time focusing on teaching and learning results	In 2024 - 2025, 67%% of all Department Meeting time will have been focused on teaching and learning results.
Restorative Justice Training	In 2023-2024, all TOHS administrators were trained on the use of restorative justice strategies	By May, 2025, The TOHS Administrative team will have received a refresher training on restorative justice
Survey of EL and SWD students and their teachers at least 2 times a year	This is a new goal for 2024-2025	By May, 2024, EL and SWD students and their teachers will be surveyed twice (once per semester) on perceived effectiveness of teaching and learning.
Increased use of mastery grading strategies	This is a new goal for 2024-2025	In the 2024-2025 school year, 100% of teachers will be using some aspect of

		mastery grading practices. All teachers will be able to highlight at least one mastery grading practice that they are using.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Faculty Meeting Transformation	All Students	<p>0 None Specified None Specified All faculty meetings from August 19 to May 12 will provide professional development opportunities for teachers.</p> <p>0 None Specified None Specified When Specific professional development topics are not offered (e.g., required CVUSD training, suicide prevention training, etc.) TOHS will offer teacher-led professional development (referred to as TOU, that is, Thousand Oaks University).</p> <p>0 None Specified None Specified Informational items usually given at faculty meetings will be shared in the weekly update sent to the faculty by the principal.</p>
2.2	CAPS Training	All Students	<p>4800 OTRM 2000-2999: Classified Personnel Salaries TOHS will participate in CAPS training with other CVUSD schools. Subs will be provided for each of their teachers involved on each training day.</p> <p>500 OTRM 4000-4999: Books And Supplies Copies of Solution Tree's "Learning by Doin" 3rd edition handbook will be purchased for all Department Chairs and Administrators.</p>
2.3	Restorative Justice Training	ELs and SWD Students	<p>0 None Specified</p>

			None Specified In accordance with ATSI, the TOHS Administrative team will engage in a training with CVUSD personnel to learn about restorative justice practices and alternatives to suspension in order to reduce the number of suspensions among our English Learner population.
2.4	Grading for Equity	All Students	0 None Specified None Specified All faculty will continue their learning and implementation of grading strategies from Grading for Equity.
2.5	Conferences (PD opportunities) for all constituents	All Students	4131 0TRM 5000-5999: Services And Other Operating Expenditures Faculty, students and administration will have access to funds in order to attend conferences and other professional development opportunities that address the school's needs and goals. 4000 0TRM 1000-1999: Certificated Personnel Salaries Substitutes will be provided for teachers who attend professional development opportunities that meet the needs and goals of the school.
2.6	Advanced Placement Training	All Students	1200 4EEF 5000-5999: Services And Other Operating Expenditures All teachers who are teaching Advanced Placement classes for the first time, or who are returning to AP teaching, will be sent to a training.
2.7	Faculty training on best neuro-diverse, trauma informed and English Learner practices	EL and SWD Students	0 None Specified None Specified At faculty meetings and on our professional development days, teachers will receive training in order to better support our students with disabilities and English Learners.
2.8	Faculty and Staff Suicide Prevention Training	All Students	0 None Specified None Specified

2.9			
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In 2023-2024, two pieces of feedback rose above others. 1) When PD is offered, teachers should be leading the session; 2) Teachers value the time that they are all together. Thus, there should be a balance between small group PD sessions and all-staff sessions.

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

No major 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.

TOHS Department Chairs will be participating in CAPS training this year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Instructional Clarity Across Campus
 Faculty and Staff will increase, by at least 25%, student and caregiver understanding of classroom expectations; specifically instructional goals, purposes, practices and student progress and behavior.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey: Teachers use variety of strategies	60% of respondents to the 2024 Spring Survey indicated that their teachers use a variety of teaching strategies all or most of the time.	On the 2025 Spring Survey, 85% of students will indicate that their teachers use a variety of teaching strategies (25% increase) all or most of the time.
Survey: Teachers check for understanding	51.5% of respondents to the 2024 Spring Survey indicated that their teachers check for understanding all or most of the time.	On the 2025 Spring Survey, 76.5% of students will indicate that their teachers check for understanding (25% increase) all or most of the time.
Survey: Teachers clarify purpose of lesson	44.2% of respondents to the 2024 Spring Survey indicated that they understand the purpose of a lesson all or most of the time.	On the 2025 Spring Survey, 69.2% of students will indicate that they understand the purpose of a lesson (25% increase) all or most of the time.
Survey: Teachers adjust lessons	41.2% of respondents to the 2024 Spring Survey indicated that their teachers adjust lessons based on their understanding	On the 2025 Spring Survey, 66.2% of students will indicate that their teachers adjust lessons based on their understanding (25% increase)
Quarterly Caregiver Survey: grades and communication	This is a new metric in 2024-2025	This is a new metric in 2024-2025

Suspension Rates for English Learners and Students with Disabilities	13 suspensions among English Learners in 2023-2024. 46 suspensions among students with disabilities in 2023-2024	7 suspensions among English Learners in 2024-2025. 23 suspensions among students with disabilities in 2024-2025 (50% reductions in both).
Teacher Syllabi include late and grading policies	This is a new metric for 2024-2025	This is a new metric for 2024-2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide English Learners with targeted support in English Language Arts and Math as well as information regarding reclassification criteria in an effort to positively impact their progress.	ELs	<p>0 None Specified None Specified 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.</p> <p>2000 OTRM 1000-1999: Certificated Personnel Salaries Maintain Latino Youth Leadership and Latino Connections as schoolwide programs and provide Advisor with a annual stipend.</p> <p>0 None Specified None Specified Increase the number of opportunities to connect EL students with existing school programs including: EThOS, CTE Pathways, Majors Programs and the like.</p> <p>0 None Specified None Specified 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</p> <p>0 None Specified None Specified Provide EL and content area teachers with specific training to meet the needs of EL</p>

			<p>students through improved instruction</p> <p>500</p> <p>OTRM</p> <p>4000-4999: Books And Supplies</p> <p>EL Team will coordinate intervention programs including providing study skill workshops for EL students</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Continue to increase the EL parent participation in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC</p>
3.2	Provide Students with Disabilities, Foster and Homeless youth and Socio-Economically Disadvantaged students with targeted interventions in an effort to positively impact their progress in English Language Arts and Math.	SWD, Foster and Homeless Youth	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Provide content area teachers with specific training to meet the needs of SWD, Foster and homeless youth through improved instruction.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Increase the number of opportunities to connect SWDs with existing school programs including: EThOS, CTE Pathways, Majors Programs and the like.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Increase the number of opportunities to connect SWDs with students, coaches, advisors and directors of co-curricular programs, perhaps through ELAC and SSC meetings.</p> <p>500</p> <p>OTRM</p> <p>4000-4999: Books And Supplies</p> <p>Special Education Team will coordinate intervention programs including providing study skill workshops for SWD.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Continue to increase the participation of parents of SWDs and Foster and</p>

			homeless youth in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC.
3.3	Reduce Suspension Rate Among English Learners and Students with Disabilities	ELs and SWD	0 None Specified None Specified In accordance with ATSI, TOHS will reduce the suspension rate among our English Learners by using restorative justice practices and alternatives to suspension. Additionally, TOHS will provide opportunities for our Hispanic and Latino students to connect more thoroughly to the school. For instance, they will be encouraged to participate in our Latino Connection and Intramural Sports Clubs as well as participate in our AVID program.
3.4	First Day Curriculum	All Students	0 None Specified None Specified In the fall of 2024, TOHS students will participate in a new "first day curriculum" which will cover all basic high school expectations.
3.5	ELAC Meetings.	ELs	0 None Specified None Specified 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.
3.6	Maintain Attendance Intervention Team.	All Students	0 None Specified None Specified Maintain and support our team made up of staff and administrators to encourage daily attendance. Create and implement best practices with consistent follow-up on multi-day absences (such as 3 days). Home visits for consistent attendance issues will be conducted.
3.7	Communication with Caregivers of struggling students.	All Students	0 None Specified

			<p>None Specified Teachers will reach out to parents AND students via email or phone call as soon as a student misses 2 assignments at the beginning of each semester. Teachers will check-in directly with students who they've noticed are struggling/missing assignments.</p> <p>0 None Specified None Specified Teachers will increase communication and feedback to parents and students about student progress throughout the year. Teachers will ask parents what is the best way to reach them (regular mail, email, phone call, text.)</p>
3.8	Faculty will work to build consistency across departments to align grading practices at each grade level. Develop consistent methods in assessing mastery of content.	All Students	<p>0 None Specified None Specified Using strategies learned from the book Grading for Equity, expectations for any given assignment and grading criteria will be shared with students.</p>
3.9	Teachers will clearly articulate lesson objectives to all students...""Why are we learning this?" In addition, teachers will make it clear to students on how they may meet or exceed expectations.	All Students	<p>0 None Specified None Specified Using strategies from John Hattie's Visible Learning, teachers will specifically address "learning intentions" and "success criteria" for each lesson.</p>
3.10	Department Chairs will begin the process of establishing a consistent department-wide grading and late work policy.	All Students	<p>0 None Specified None Specified Using Leadership Team meeting time and PLC time, Department Chairs will lead the process of devising a uniform late work policy within each department.</p> <p>0 None Specified None Specified Once established, late work policies will be communicated to families.</p>

3.11	Teachers will communicate with both students and families about how grades, learning outcomes, and assignments will be posted--either using Canvas or Q.	All Students	0 None Specified None Specified Communication must be made by teachers to all stakeholders where their assignments and grades are posted to reduce confusion by both students and caregivers on progress in courses.
3.12	Teachers will communicate with both students and families their grading and late work policies	All Students	0 None Specified None Specified Teachers will be sure to include to cover grading and late work policies in their syllabi as well as their back to school presentations.
3.13	Communication of new Cell Phone Policy	All Students	0 None Specified None Specified The school will be sure to introduce the new "no cell phones and headphone in classrooms" policy via the Green Sheet, class syllabi, parent meetings.
3.14	TOHS will physically mail report cards for the 1st and 3rd quarter	All Students	2350 OTRM 5000-5999: Services And Other Operating Expenditures Postage to mail quarter 1 and 3 report cards home
3.16			
3.17			
3.18			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal for 2024-2025

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

This is a new goal for 2024-2025

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

This is a new goal for 2024-2025

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Single Plan for Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring Survey Responses	In the Spring of 2024, only 514 students responded to the spring survey.	In the spring of 2025, 800 students will take the spring survey.
Survey: Students feeling like they have a voice on campus	In the 2024 spring survey, 52% of students indicated that they feel that they have a voice on campus all or most of the time	In the 2025 spring survey, 62% of students will indicate that they feel they have a voice on campus all or most of the time.
Survey: Student Awareness of the Resources available in the Wellness Center.	This is a new metric this year.	By April of 2025, 50% of our student body will know what resources are available in the TOHS Wellnes Center.
Survey: Students feeling connected to their school	In the 2024 spring survey, 76.1% of students indicated that they feel connected to their school.	In the 2025 spring survey, 85% of students will indicate that they feel connected to their school.
Survey: Students know why they are learning something in their classes	In the 2024 spring survey, 71.1% of students indicated that all or most of their teachers make it clear why they are learning something,	In the 2025 spring survey, 85% of students will indicate that all or most of their teachers make it clear why they are learning something.
Survey: Student safety	In the 2024 spring survey, 88.7% of students agreed or strongly agreed that they feel safe at TOHS	In the 2025 spring survey, 93.7% of students will agree or strongly agree that they feel safe at school
Survey: Students know where to go for help	In the 2024 spring survey, 59% of students indicated that they knew	In the the 2025 spring survey, 70% of students will indicate that they know

	where to go if they needed to talk about things happening on campus.	where to go if they want to talk something happening on campus.
Survey: Extracurricular Activities	In the 2024 spring survey 79.4% indicated that they were involved in at one extracurricular activity.	In the 2025 spring survey, 90% of students will be involved in at least one extracurricular activity.
Survey: Wednesday Wellness Website	In the 2024 spring survey, 20% of students said that they utilized the Wednesday Wellness Website at least once.	In the 2025 spring survey, 40% of students will state they have used the Wednesday Wellness Website at least once during the school year.
Survey: Faculty and Staff Morale.	This is a new metric this year.	By April 2025, 75% faculty and staff will report that are feeling supported by the school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increased promotion of the Wednesday Wellness Website	All Students	0 None Specified None Specified All students will understand the purpose of the Wednesday Wellness Website as well as the information provides.
4.2	Continue to support and promote the TOHS Wellness Center.	All Students	0 None Specified 4000-4999: Books And Supplies Wellness Room Supplies. 0 None Specified 1000-1999: Certificated Personnel Salaries Wellness Room Staff.
4.3	Create and share through multiple channels a menu of clubs/activities that are currently meeting for students to connect to campus.	All Students	0 None Specified None Specified A list of clubs with updated contact information will be made available through a variety of means.
4.4	Monthly Wellness Bulletin	All Students	0 None Specified None Specified Counselors' monthly newsletter developed for students with tips and resources and shared through the Green Sheet.
4.5	CRPD Youth Outreach	All Students	0 None Specified None Specified Students who require additional support, or who have already been working with CPRD counselors, will be

			<p>given an opportunity to meet with them.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Limits will be established on how many times a student may be pulled out of any one particular class.</p>
4.6	Lancer Launch	All Students	<p>3000</p> <p>ASB</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>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.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Special consideration will be made for our EL and RFEP students during Lancer Launch in order to ensure inclusion.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>A virtual Lancer Launch will be created by our ASB Officers for students who join us after the start of the year or for those who cannot attend the live session.</p>
4.7	Offer AVID to qualified students	AVID-eligible students	<p>0</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Instruct and inspire AVID students to gain strategies for academic and social/emotional success.</p>
4.8	Support Unified Sports Program for Students with Disabilities	SWD	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Pair Athletes from the LEAP Program with general education students to practice and play sports against other CVUSD schools.</p> <p>2000</p> <p>OTRM</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Transportation for unified sports teams</p>

4.9	Support Sparkles Program for Students with Disabilities	SWD	500 OTRM 4000-4999: Books And Supplies Sparkles will work with TOHS cheerleaders in order to perform at various events throughout the year.
4.10	Maintain SEL Canvas Card for every TOHS student offering a list of all resources available.	All Students	0 None Specified None Specified Link students to virtual resources and activities - create Canvas card for all students - BreakThrough, TOHS Counselors, Peer Mentors, CVUSD SEL resources.
4.11	Provide EL students and students with disabilities with information regarding school wide programs and opportunities to become connected to campus	ELs and SWD	0 None Specified None Specified Increase the number of opportunities to connect students with disabilities with existing school programs such as ETHOS, CTE, Majors, and Peer Mentoring.
4.12	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	All Students	0 None Specified 2000-2999: Classified Personnel Salaries Provide salary for Campus Supervisors during school hours and school events. 0 None Specified 2000-2999: Classified Personnel Salaries Benefits for Campus Supervisors as listed above. 0 None Specified None Specified Provide Training for Campus Security Assistants. 5000 OTRM 4000-4999: Books And Supplies Materials and supplies to operate the department as well as emergency supplies.
4.13	Provide at-risk English Learners with Student Activity Cards as well as information regarding school wide programs and opportunities to become connected to campus	ELs	2100 OTRM 4000-4999: Books And Supplies Provide 30 at-risk EL students with Student Activity Cards in order to increase student

			<p>participation in school-wide activities.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Increase the number of opportunities to connect EL students with existing school programs such as ETHOS, CTE, Majors, and Peer Mentoring.</p>
4.14	In-Person Student Announcements	All Students	<p>0</p> <p>ASB Representatives will provide each class in-person announcements once a week and will provide video announcements once a week.</p>
4.15	Improving Restroom Safety	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>TOHS Administration will ensure that there are enough campus security assistants on staff in order to adequately supervise restroom entrances throughout the entire school day.</p>
4.16	Monthly Meetings with SDAC Reps	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Each Month, TOHS Administration will meet with the TOHS SDAC representatives in order to discuss current topics, brainstorm solutions and to share important information.</p>
4.17	Prop 28 budget will be used to increase participation and quality of Visual and Performing Arts Program (Choir, Theater, Band, Orchestra, Visual Arts, and Dance)	All Students	<p>25000</p> <p>0P28 - Proposition 28</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Prop 28 funds will be used in order to expand the music department's course offerings so that more students will be able to access Jazz Band</p> <p>25000</p> <p>0P28 - Proposition 28</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Prop 28 funds will be used in order to create a new Assistant Choir Director position in order to help grow the program in addition to offering more 1 to 1 vocal coaching.</p> <p>20000</p>

			<p>0P28 - Proposition 28 6000-6999: Capital Outlay Prop 28 funds will be used to improve the lighting in our Performing Arts Center. 5000</p> <p>0P28 - Proposition 28 4000-4999: Books And Supplies Prop 28 funds will be used to purchase additional equipment in order to help increase the access students have to the visual arts 20000</p> <p>0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Prop 28 funds will be used to create a new Baile Folklorico class in our Dance program. 5000</p> <p>0P28 - Proposition 28 2000-2999: Classified Personnel Salaries Prop 28 funds will be used in order to hire specialists who can provide assistance and support in the new Baile Folklorico dance curriculum.</p>
4.18	Maintain support of the TOHS Culture Crew.	Faculty and Staff	<p>0 None Specified None Specified Culture Crew is a faculty and staff driven group who organize social gatherings for the faculty and staff of TOHS. Everything from birthday celebrations, holiday gatherings to weekly lunch get togethers. Additionally, Culture Crew provides support for and celebration of life-changing events among all faculty and staff. They also work with our ASB students in order recognize excellence among our faculty by handing our "Legendary Lancer" awards. No school money is used to support the group, it is all driven by donations. However, their work is included in the Weekly Update sent out by the Principal.</p>
4.19			
4.20			
4.21			
4.22			

4.23			
4.24			
4.25			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

TOHS has had great success in the area of social, emotional and mental wellness. This goal will continue that trend.

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

I do not anticipate any differences.

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.

The following changes will be seen this year: the addition of Prop 28 actions.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$201,798.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
0P28 - Proposition 28	\$100,000.00
0TRM	\$77,598.00
4EEF	\$1,200.00
ASB	\$3,000.00
None Specified	\$0.00
Other	\$20,000.00

Subtotal of state or local funds included for this school: \$201,798.00

Total of federal, state, and/or local funds for this school: \$201,798.00

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	193572	193,572.00
ASB	200000	197,000.00
OTRM	77598	0.00
4EEF	2000	800.00
0P28 - Proposition 28	227066	127,066.00
Other	81667	61,667.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0P28 - Proposition 28	100,000.00
OTRM	77,598.00
4EEF	1,200.00
ASB	3,000.00
None Specified	0.00
Other	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	82,000.00
2000-2999: Classified Personnel Salaries	34,800.00
4000-4999: Books And Supplies	20,600.00
5000-5999: Services And Other Operating Expenditures	42,798.00
5800: Professional/Consulting Services And Operating Expenditures	1,600.00

6000-6999: Capital Outlay	20,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	0P28 - Proposition 28	45,000.00
2000-2999: Classified Personnel Salaries	0P28 - Proposition 28	30,000.00
4000-4999: Books And Supplies	0P28 - Proposition 28	5,000.00
6000-6999: Capital Outlay	0P28 - Proposition 28	20,000.00
1000-1999: Certificated Personnel Salaries	OTRM	34,000.00
2000-2999: Classified Personnel Salaries	OTRM	4,800.00
4000-4999: Books And Supplies	OTRM	15,600.00
5000-5999: Services And Other Operating Expenditures	OTRM	21,598.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	1,600.00
5000-5999: Services And Other Operating Expenditures	4EEF	1,200.00
1000-1999: Certificated Personnel Salaries	ASB	3,000.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Other	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,217.00

Goal 2	14,631.00
Goal 3	5,350.00
Goal 4	112,600.00

School Site Council Membership

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

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

Name of Members	Role
Dr. Eric Bergmann	Principal
Joanna Otey	Classroom Teacher
Sarah Burns	Classroom Teacher
Eric Kamm	Classroom Teacher
Harold Hutton	Classroom Teacher
Jennifer Jeziorski	Classroom Teacher
Dr. Gavreel Asperillia-Zhu	Classroom Teacher
Melissa Wood Glusac	Classroom Teacher
Lisa Ravitch	Classroom Teacher
Danielle Oliveri, Assistant Principal-Instruction	Other School Staff
Daniel Solis, Counselor	Other School Staff
Dr. Joy Springer	Parent or Community Member
Dr. Jessica Bremmer	Parent or Community Member
Christine Evangelista	Parent or Community Member
Julie Lewis	Parent or Community Member
Amar Nadig	Parent or Community Member
Aimee Sturges	Parent or Community Member
Mia Oscanoa, English Learners	Secondary Student
Aidan Light, SDAC	Secondary Student
Ella Neale, ASB	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
MP	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 8/27/2024.

Attested:

	Principal, Dr. Eric Bergmann on 8/27/2024
	SSC Chairperson, Christina Evangelista on 8/27/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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