



# 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	8/26/2025	9/17/2025

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.

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# 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.

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 DAC, DELAC, GATE DAC, LGBTQ+ DAC, AADAC and SEDAC. Throughout the 2024-2025 school year as well as in August, 2025, 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:

- \* 8/27/2024: By-law review, SSC purpose, leadership selection, SPSA review and approval
- \* 9/24/2024: CAASPP Data review
- \* 10/22/2024: Reviewed progress toward goal #3
- \* 12/3/2024: Reviewed progress toward goal #2
- \* 1/28/2025: Reviewed progress toward goal #4
- \* 2/25/2025: Reviewed progress toward goal #1
- \* 3/24/2025: Data review
- \* 4/29/2025: Data review, SPSA retreat preparation
- \* 5/20/2025: SPSA Retreat (SPSA draft writing)
- \* 8/26/2025: SPSA Approval

The TOHS Site Council met on Tuesday, May 20th for the entire school day in order to review progress toward previous goals, review data and construct new goals for the 25-26 school year.

## 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.

## 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
<b>Total Enrollment</b>				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
<b>Total Enrollment</b>	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		0.9%	1.2%	

### 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	415	422	412	391	396	378	391	396	378	94.2	93.8	91.7
All Grades	415	422	412	391	396	378	391	396	378	94.2	93.8	91.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2617.	2611.		35.29	29.55	33.9	30.18	35.10	25.7	16.62	18.43	18.0	17.90	16.92	22.5
All Grades	N/A	N/A	N/A	35.29	29.55	33.9	30.18	35.10	25.7	16.62	18.43	18.0	17.90	16.92	22.5

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	35.81	31.57		51.15	53.79		13.04	14.65	
All Grades	35.81	31.57		51.15	53.79		13.04	14.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	35.04	33.59		45.52	45.71		19.44	20.71	
All Grades	35.04	33.59		45.52	45.71		19.44	20.71	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.48	18.94		67.52	70.20		11.00	10.86	
All Grades	21.48	18.94		67.52	70.20		11.00	10.86	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	31.46	29.55		54.48	58.84		14.07	11.62	
All Grades	31.46	29.55		54.48	58.84		14.07	11.62	

**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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	415	422	412	386	397	372	386	397	372	93.0	94.1	90.3
All Grades	415	422	412	386	397	372	386	397	372	93.0	94.1	90.3

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4		2476													
Grade 5		2475													
Grade 11	2584.	2579.		20.73	17.88	18.3	19.43	17.63	18.8	20.73	24.69	25.3	39.12	39.80	37.6
All Grades	N/A	N/A	N/A	20.73	17.88	18.3	19.43	17.63	18.8	20.73	24.69	25.3	39.12	39.80	37.6

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	24.61	20.15		35.49	39.80		39.90	40.05	
All Grades	24.61	20.15		35.49	39.80		39.90	40.05	

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	22.28	18.89		54.15	61.21		23.58	19.90	
<b>All Grades</b>	22.28	18.89		54.15	61.21		23.58	19.90	

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	19.43	14.86		57.77	63.73		22.80	21.41	
<b>All Grades</b>	19.43	14.86		57.77	63.73		22.80	21.41	

**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/te/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1552.5	1567.0	1527.7	1561.4	1575.8	1532.4	1543.1	1557.9	1522.5	35	45	33
10	1549.3	1549.6	1524.1	1551.3	1550.8	1512.1	1546.9	1548.1	1535.7	34	18	35
11	1528.1	1553.2	1533.7	1524.0	1563.6	1528.8	1531.8	1542.3	1538.2	12	18	13
12	1519.5	1517.1	1536.5	1517.4	1518.6	1539.0	1521.2	1515.1	1533.5	11	13	16
All Grades										92	94	97

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		
	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
9	22.86	26.67	6.06	42.86	42.22	42.42	20.00	13.33	30.30	14.29	17.78	21.21	35	45	33
10	21.21	11.11	20.59	42.42	61.11	29.41	12.12	5.56	14.71	24.24	22.22	35.29	33	18	34
11	16.67	11.11	15.38	25.00	33.33	30.77	33.33	44.44	7.69	25.00	11.11	46.15	12	18	13
12	0.00	15.38	25.00	36.36	15.38	18.75	36.36	15.38	25.00	27.27	53.85	31.25	11	13	16
All Grades	18.68	19.15	15.63	39.56	40.43	32.29	20.88	18.09	20.83	20.88	22.34	31.25	91	94	96

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		
	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
9	45.71	48.89	21.21	31.43	26.67	57.58	11.43	13.33	9.09	11.43	11.11	12.12	35	45	33
10	45.45	50.00	32.35	24.24	16.67	29.41	12.12	22.22	2.94	18.18	11.11	35.29	33	18	34
11	33.33	22.22	46.15	33.33	55.56	7.69	8.33	22.22	0.00	25.00	0.00	46.15	12	18	13
12	27.27	30.77	37.50	36.36	0.00	31.25	9.09	23.08	12.50	27.27	46.15	18.75	11	13	16
All Grades	41.76	41.49	31.25	29.67	26.60	36.46	10.99	18.09	6.25	17.58	13.83	26.04	91	94	96

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		
	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
9	2.86	8.89	8.89	28.57	33.33	33.33	45.71	35.56	35.56	22.86	22.22	22.22	35	45	45
10	6.06	5.56	5.56	30.30	27.78	27.78	33.33	38.89	38.89	30.30	27.78	27.78	33	18	18
11	0.00	0.00	0.00	16.67	11.11	11.11	41.67	55.56	55.56	41.67	33.33	33.33	12	18	18
12	0.00	0.00	0.00	0.00	7.69	7.69	36.36	38.46	38.46	63.64	53.85	53.85	11	13	13
All Grades	3.30	5.32	5.32	24.18	24.47	24.47	39.56	40.43	40.43	32.97	29.79	29.79	91	94	94

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.57	13.33	3.03	71.43	68.89	69.70	20.00	17.78	27.27	35	45	33
10	6.06	11.11	2.94	78.79	72.22	64.71	15.15	16.67	32.35	33	18	34
11	8.33	0.00	0.00	50.00	66.67	53.85	41.67	33.33	46.15	12	18	13
12	0.00	7.69	0.00	45.45	30.77	62.50	54.55	61.54	37.50	11	13	16
All Grades	6.59	9.57	2.08	68.13	63.83	64.58	25.27	26.60	33.33	91	94	96

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	80.00	84.44	66.67	8.57	4.44	21.21	11.43	11.11	12.12	35	45	33
10	72.73	72.22	58.82	9.09	11.11	8.82	18.18	16.67	32.35	33	18	34
11	58.33	83.33	53.85	16.67	16.67	7.69	25.00	0.00	38.46	12	18	13
12	63.64	30.77	75.00	9.09	30.77	6.25	27.27	38.46	18.75	11	13	16
All Grades	72.53	74.47	63.54	9.89	11.70	12.50	17.58	13.83	23.96	91	94	96

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	14.29	20.00	6.06	51.43	53.33	33.33	34.29	26.67	60.61	35	45	33
10	18.18	11.11	17.65	45.45	61.11	44.12	36.36	27.78	38.24	33	18	34
11	8.33	5.56	15.38	41.67	38.89	30.77	50.00	55.56	53.85	12	18	13
12	0.00	0.00	12.50	27.27	15.38	25.00	72.73	84.62	62.50	11	13	16
All Grades	13.19	12.77	12.50	45.05	46.81	35.42	41.76	40.43	52.08	91	94	96

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>9</b>	2.86	0.00	0.00	82.86	75.56	69.70	14.29	24.44	30.30	35	45	33
<b>10</b>	0.00	0.00	0.00	69.70	72.22	61.76	30.30	27.78	38.24	33	18	34
<b>11</b>	0.00	0.00	0.00	58.33	83.33	61.54	41.67	16.67	38.46	12	18	13
<b>12</b>	0.00	0.00	6.25	54.55	53.85	50.00	45.45	46.15	43.75	11	13	16
<b>All Grades</b>	1.10	0.00	1.04	71.43	73.40	62.50	27.47	26.60	36.46	91	94	96

**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 student s in level 2 and level 3 remains stagnant.

# School and Student Performance Data

## Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,728	25.6%	6.5%	0.2%
Total Number of Students enrolled in Thousand Oaks High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	6.5%
Foster Youth	3	0.2%
Homeless	27	1.6%
Socioeconomically Disadvantaged	443	25.6%
Students with Disabilities	299	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.2%
American Indian	4	0.2%
Asian	85	4.9%
Filipino	24	1.4%
Hispanic	686	39.7%
Two or More Races	97	5.6%
Pacific Islander	4	0.2%
White	808	46.8%

### 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Graduation Rate



Green

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Yellow

##### English Learner Progress



Red

##### College/Career



Orange

**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

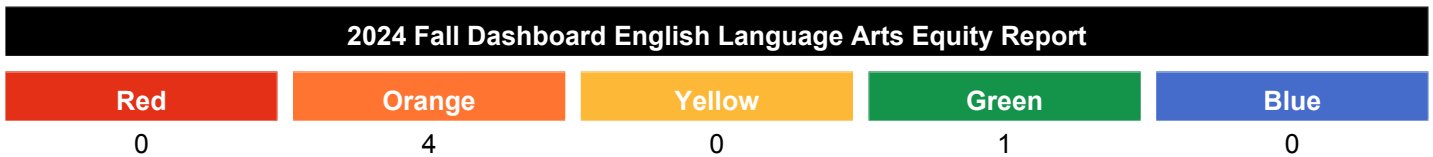
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>27.4 points above standard</p> <p>Declined 7.3 points</p> <p>399 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>103.5 points below standard</p> <p>Increased 15.6 points</p> <p>43 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>115.0 points below standard</p> <p>Increased 75.9 points</p> <p>11 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>22.8 points below standard</p> <p>Declined 4.1 points</p> <p>116 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>106.5 points below standard</p> <p>Increased 15.3 points</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>84.2 points above standard</p> <p>Declined 3.7 points</p> <p>29 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>15.8 points below standard</p> <p>Declined 3.4 points</p> <p>137 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>61.5 points above standard</p> <p>Declined 29.3 points</p> <p>24 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>44.3 points above standard</p> <p>Declined 10.4 points</p> <p>203 Students</p>

**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

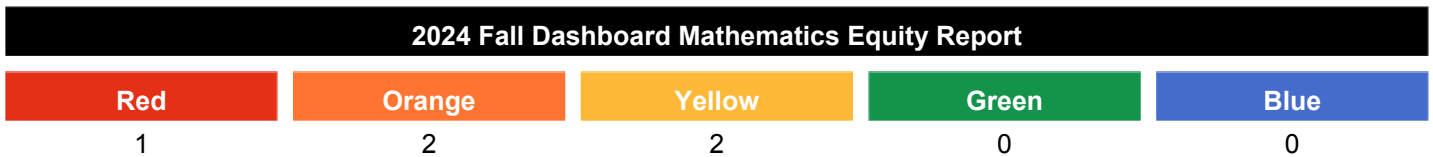
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>49.5 points below standard</p> <p>Maintained 2.7 points</p> <p>400 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>189.8 points below standard</p> <p>Increased 9.0 points</p> <p>44 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>212.4 points below standard</p> <p>Increased 45.4 points</p> <p>11 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>104.9 points below standard</p> <p>Increased 10.3 points</p> <p>117 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>200.0 points below standard</p> <p>Maintained 0.1 points</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>26.1 points above standard</p> <p>Declined 30.9 points</p> <p>29 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>110.1 points below standard</p> <p>Declined 9.8 points</p> <p>138 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>12.4 points above standard</p> <p>Declined 29.7 points</p> <p>24 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>28.2 points below standard</p> <p>Declined 7.8 points</p> <p>203 Students</p>

**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

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 36.3% making progress. Number Students: 80 Students	<b>Long-Term English Learner Progress</b>  Orange 41.5% making progress. Number Students: 53 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 17.5%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 46.3%	<b>Maintained ELPI Level 4</b> 1.3%	<b>Progressed At Least One ELPI Level</b> 35%

### 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 2024 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.

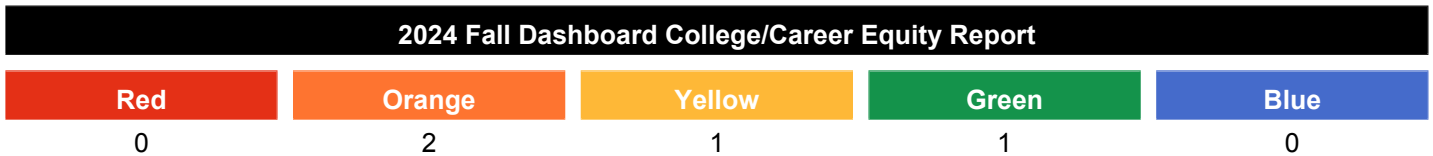
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>53 Prepared</p> <p>Declined 2.3</p> <p>451 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>7.9 Prepared</p> <p>Increased 3.5</p> <p>38 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>4 Prepared</p> <p>Declined 2.3</p> <p>25 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>4.3 Prepared</p> <p>Declined 12.3</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>31.3 Prepared</p> <p>Declined 6</p> <p>179 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>10.3 Prepared</p> <p>Increased 7.4</p> <p>87 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>93.3 Prepared</p> <p>Increased 11.9</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>35.6 Prepared</p> <p>Declined 4.9</p> <p>188 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>75 Prepared</p> <p>Increased 4</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>63.3 Prepared</p> <p>Increased 4.1</p> <p>207 Students</p>

**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

The 2024 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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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

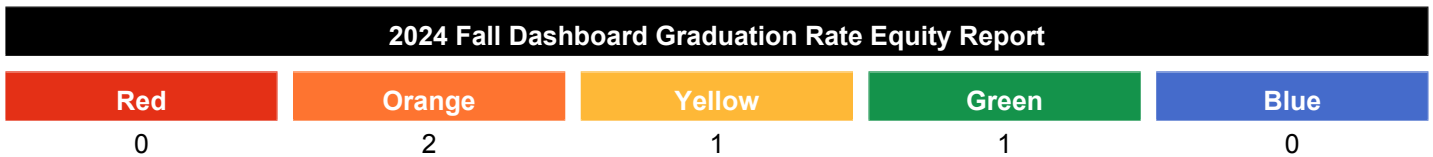
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>93.1% graduated</p> <p>Maintained 0.3%</p> <p>451 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>84.2% graduated</p> <p>Declined 11.8%</p> <p>38 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>96% graduated</p> <p>Declined 4%</p> <p>25 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>87% graduated</p> <p>Declined 5.9%</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>89.9% graduated</p> <p>Declined 3%</p> <p>179 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>85.1% graduated</p> <p>Declined 4.8%</p> <p>87 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>93.3% graduated</p> <p>Declined 6.7%</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>92.6% graduated</p> <p>Declined 1%</p> <p>188 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>96.4% graduated</p> <p>Increased 2.9%</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>92.8% graduated</p> <p>Maintained 0.3%</p> <p>207 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

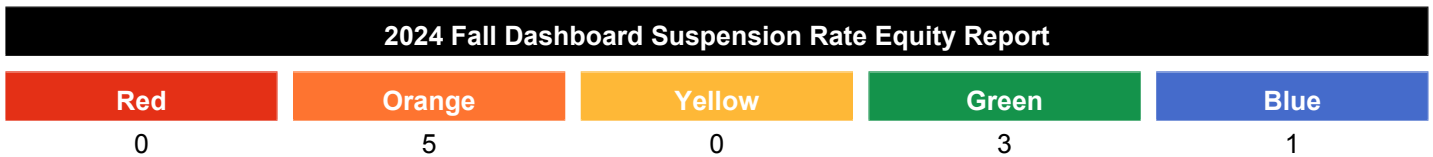
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>3.7% suspended at least one day</p> <p>Declined 1.3%</p> <p>1801 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>10.7% suspended at least one day</p> <p>Declined 7.4%</p> <p>131 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Orange</p> <p>12.2% suspended at least one day</p> <p>Declined 2.6%</p> <p>82 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p> Orange</p> <p>10.9% suspended at least one day</p> <p>Declined 6.7%</p> <p>55 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>5.2% suspended at least one day</p> <p>Declined 3%</p> <p>543 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>11.2% suspended at least one day</p> <p>Declined 1.3%</p> <p>338 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>9.5% suspended at least one day</p> <p>Increased 3.3%</p> <p>21 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>87 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>5.5% suspended at least one day</p> <p>Declined 3%</p> <p>730 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>3% suspended at least one day</p> <p>Increased 3%</p> <p>101 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined 0.7%</p> <p>829 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 2025-2026 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
Office Hour Attendance	This is a new Indicator	This is a new Indicator
EL Enrollment in AP and CTE Courses	This is a new Indicator	This is a new Indicator
Student Survey - Increase Knowledge of Scholarships, Career, and Financial Aid	This is a new Indicator	This is a new Indicator

## 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	TOHS Writing Center and Math Pre-Teaching Center	All Students	8000 OTRM 1000-1999: Certificated Personnel Salaries Twice a week from September 9, 2025 through June 4, 2026, the Writing Center will be offered at lunch and Math Re-teach for one day. The advisors of each 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 continue its 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 be 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. 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 enrolled in all CTE and VC Innovates Pathway through on- campus CTE Showcase and information meetings.	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. 750 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.
<b>1.10</b>	5-Star will be utilized to track student and teacher office hours, providing students targeted academic support.	All Students	0 None Specified None Specified An incentive system for attending Office Hours will be established, and students will have the opportunity to connect with teachers and take/retake assessments, when applicable. Additional support will be provided to SWD, as needed, to access 5-Star and academic supports.
<b>1.11</b>	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.
<b>1.12</b>	UC/CSU Conferences for Counselors and College and Career Specialist	All Students	1600 0TRM 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.
<b>1.13</b>	Continued implementation of the TOHS Inclusion 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, with a goal of 50% LRE. 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).
<b>1.14</b>	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.
<b>1.15</b>	2025-2026 TOHS Diversity, Equity and Inclusion Plan	BIPOC, EL and SWD Students	0 None Specified None Specified 1. Reduce the disparity in suspension rates between SWD and ELs and non-SWD and non-EL Students 2. Hire a staff that reflects the demographics of our student body 3. Hire bilingual staff who can provide support to our Spanish speaking families"
<b>1.16</b>	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.
<b>1.17</b>	Financial Aid/Scholarship Awareness	All Students	0 None Specified None Specified Throughout the year, information about career, financial aid, and scholarships will be made available to all students. Information about scholarships and financial aid will be made available in the Wednesday Canvas Message, Green Sheet, and flyers (QR codes). The CCC will be made available through email and during accessible hours of the day, including lunch and nutrition.
<b>1.18</b>	Outreach Specialist	All Students	18199 OTRM 2000-2999: Classified Personnel Salaries A bilingual outreach specialist will be hired for 15 hours/week. This specialist will contact students and families to ensure students are receiving the best academic assistance in the new weekly office hours. This specialist will receive extensive training on the 5-Star and Black Board systems that will be utilized to track attendance to office

			hours and connect with families.
1.19	Increase EL student enrollment in AP and CTE classes	EL	0 None Specified None Specified Counselors will visit all EL students/classes to provide information on AP classes and other course offerings. Students will have access to sufficient information on course offerings and the benefits of AP/CTE courses.
1.20	Paraeducator utilization	SWD	0 None Specified None Specified Administration will reevaluate the utilization of the current paraeducators that we have to ensure equitable access to the curriculum by all students.
1.21			

## Annual Review

### SPSA Year Reviewed: 2024-25

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, TOHS very effective (EL suspension rates, LRE numbers), in other areas we were not. For instance, our 2024-2025 CASPP numbers declined 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 an office hour to our bell schedule as well as an outreach specialist in order to monitor and track the efficacy and use of the service. Additionally, we will be fully implementing PLTs by the end of the 25-26 school 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 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, equitable, and social/emotional outcomes for all students, especially evidenced among Multilingual 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 2024-2025 school year, all faculty meeting time was used for professional development	During the 2025-2026 school year, all faculty meetings will continue to be focused on professional development, data analysis, and PLT work
CAPS Training	The 2024-2025 Leadership Team was introduced to the basics of PLC work.	By May, 2026, we will expand our Guiding Coalition from 5 to 9 people. Additionally, all departments will have identified essential standards and will be implementing common formative assessments.
Minutes from Department Meetings will reflect time spent discussing Teaching and Learning	In 2024-2025, 50% of all Department Meetings spent time focusing on teaching and learning results	Minutes from Department Meetings will reflect time spent discussing teaching, pacing, and learning - Expected Outcome - In 2025-2026, 68% of Department Meeting time will have been focused on teaching, pacing, and learning results.

Restorative Justice Training	In 2024-2025, all TOHS administrators were trained on the use of restorative justice strategies	By May, 2026, 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 metric for 2025-2026	By May, 2026, EL and SWD students and their teachers will be surveyed twice (once per semester) on perceived effectiveness of teaching and learning.
Utilization of Mastery Grading Techniques	This is a new metric for 2025-2026	By May, 2026, all departments will identify two mastery grading techniques that all teachers in that department will be using.
Utilization of Common Formative Assessments	This is a new metric for 2025-2026	By May, 2026, all departments will be using common formative assessments and discussing results during PLT meetings.

## 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	0 None Specified None Specified Faculty Meetings will be repurposed to align with the new bell schedule. Separate times will be set aside for Department Meetings, PLT Meetings as well as faculty meetings. At faculty meetings will include opportunities for teachers to interact.
2.2	Substitutes for CAPS Training	All Students	9600 OTRM 2000-2999: Classified Personnel Salaries TOHS will participate in CAPS training with other CVUSD schools. Subs will be provided for each of the teachers involved on each training day.
2.3	Restorative Justice Training	ELs and SWD Students	0 None Specified 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

			<p>None Specified</p> <p>None Specified</p> <p>In 2025-2026, 100% of teachers will be using some aspect of mastery grading practices and strategies. All teachers will be able to highlight at least two mastery grading practice and/or strategy that they are using.</p>
2.5	Conferences (PD opportunities) for all constituents	All Students	<p>1200</p> <p>OTRM</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Faculty, students and administration will have access to funds in order to attend local conferences and other professional development opportunities that address the school's needs and goals.</p> <p>1000</p> <p>OTRM</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes will be provided for teachers who attend local professional development opportunities that meet the needs and goals of the school.</p>
2.6	Faculty training on best neuro-diverse, trauma informed and English Learner practices	EL and SWD Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p>
2.7	Faculty and Staff Suicide Prevention Training	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Faculty and staff will receive their annual suicide prevention training.</p>
2.8	Outreach Specialist Training	All Students	<p>400</p> <p>OTRM</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>New outreach specialist will receive training in order to utilize multiple communication methods including the sending of texts through Blackboard to Caregivers and students.</p>
2.9			

2.10			
2.11			
2.12			
2.13			
2.14			
2.15			
2.16			

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 the 2024-2025 school year, the vast majority of professional development time was spent investigating potential changes to the bell schedule, as well as to learn about PLC/PLT implementation.

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.

In the 2025-2026 school year, taking the next step in the development of PLC/PLT strategies will be key, as will the training and support of our new Outreach Specialist

# 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

Teachers will clearly communicate their grading practices, late policy, expectations, and requirements for each letter grade through syllabus and ensure syllabus is available to students and caregivers. Departments will develop consistency (by course level) of late policy, assessment policy, and office hours. Comprehensive list of faculty emails and syllabi will be posted on the school website.

### 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).

### 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
Student Survey: Teachers use variety of teaching methods	75% of students responding to our Spring Climate Survey reported that their teachers use a variety of teaching methods in the classroom.	On the 2026 Spring Survey, 85% of students will indicate that their teachers use a variety of teaching strategies (10% increase) all or most of the time.
Student Survey: Teachers check for understanding	65% of students responding to our Spring Climate Survey reported that their teachers check for understanding.	On the 2026 Spring Survey, 85% of students will indicate that their teachers check for understanding (20% increase) all or most of the time.
Student Survey: Teachers clearly explain instructional goals	86% of students responding to our Spring Climate Survey reported that their teachers clearly explained instructional goals	On the 2026 Spring Survey, 90% of students will indicate that they understand the teacher's instructional goals (4% increase) all or most of the time.
Student Survey: Teachers clearly communicate late work policy	This is a new metric in 2025-2026	This is a new metric in 2025-2026
Student Survey: Teachers clearly explain requirements for each letter grade	This is a new metric in 2025-2026	This is a new metric in 2024-2025

Student Survey: Office Hour is helpful to me	This is a new metric in 2025-2026	This is a new metric in 2025-2026
Student Survey: I use Office Hour to further my understanding of course content	This is a new metric in 2025-2026	This is a new metric for 2024-2025
Student Survey: Office hours improve my academic performance	This is a new metric in 2025-2026	This is a new metric in 2025-2026
Student Survey: The 5-Star app helps me communicate with my teacher including scheduling office hours.	This is a new metric in 2025-2026	This is a new metric in 2025-2026
Department Heads report on success and implementation of new strategies, including consistency among syllabi, utilization of office hours, and grading practices	This is a new metric in 2025-2026	This is a new metric in 2025-2026

### 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. 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. 0 None Specified None Specified Increase the number of opportunities to connect EL students with students, coaches, advisors and</p>

			<p>directors of co-curricular programs, perhaps through ELAC and SSC meetings</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Provide EL and content area teachers with specific training to meet the needs of EL 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</p>

			<p>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 homeless youth in other school-wide parent organizations including boosters, PTSA, SSC, and ELAC.</p>
3.3	First Day Curriculum	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>In the fall of 2026, TOHS students will receive in our "first day curriculum" which will cover all basic high school expectations.</p>
3.4	ELAC Meetings.	ELs	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p>
3.5	Maintain Attendance Intervention Team.	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p>
3.6	Communication with Caregivers of struggling students.	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>Outreach specialist and 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. Outreach Specialist and Teachers will check-in directly with students and parents/caregivers in</p>

			<p>order to discuss the importance of coming to Office Hour.</p> <p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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>
3.7	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</p> <p>None Specified</p> <p>None Specified</p> <p>Using strategies from John Hattie's Visible Learning, teachers will specifically address "learning intentions" and "success criteria" for each lesson.</p>
3.8	Department chairs will establish a consistent department-wide grading and late-work policy by course level to be included in teachers' syllabi.	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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</p> <p>None Specified</p> <p>None Specified</p> <p>Once established, late work policies will be communicated to families.</p>
3.9	Reminder of Cell Phone Policy	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>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.</p>
3.10	TOHS will physically mail report cards for the 1st and 3rd quarter	All Students	<p>2350</p> <p>0TRM</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Postage to mail quarter 1 and 3 report cards home</p>
3.11	Administration will establish clear and consistent expectations of the purpose of office hours.	All Students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>To be communicated consistently in the Green Sheet</p>

3.12	Types of teacher support during office hours will be consistent and clearly communicated to parents and students.	All Students	0 None Specified None Specified To be communicated consistently in the Green Sheet
3.13	Departments will create and administer course-level common assessments for Essential Standards	All Students	0 None Specified None Specified
3.14	Teachers at all course levels will give at least one assessment per quarter on which feedback is provided to students	All Students	0 None Specified None Specified
3.16			
3.17			
3.18			

## Annual Review

### SPSA Year Reviewed: 2024-25

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 2025-2026

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 2025-2026

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 2025-2026

# 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 2025, 831 students responded to the spring survey.	In the spring of 2026, 1000 students will take the spring survey.
Survey: Students feeling like they have a voice on campus	In the 2025 spring survey, 62% of students indicated that they feel that they have a voice on campus all or most of the time	In the 2026 spring survey, 70% of students will indicate that they feel they have a voice on campus all or most of the time.
Survey: Students feeling connected to their school	In the 2025 spring survey, 77% 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: Student safety	In the 2025 spring survey, 91% of students agreed or strongly agreed that they feel safe at TOHS	In the 2026 spring survey, 93.7% of students will agree or strongly agree that they feel safe at school
Survey: Extracurricular Activities	In the 2025 spring survey 85% indicated that they were involved in at one extracurricular activity.	In the 2026 spring survey, 90% of students will be involved in at at least one extracurricular activity.
Survey: Wednesday Wellness Website	In the 2025 spring survey, 28% of students said that they utilized the Wednesday Wellness Website at least once.	In the 2026 spring survey, 40% of students will state they have used the Wednesday Wellness Website at least once during the school year.
Survey: Student Awareness of the resources available on campus to help assist with social emotional needs	This is a new metric this year.	This is a new metric this year.

Survey: Students feel safe when using campus bathrooms	This is a new metric this year.	This is a new metric this year.
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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
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	Make our list of active clubs more accessible on website	All Students	0 None Specified None Specified A list of clubs with updated contact information will be made available by clicking no more than two buttons.
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 given an opportunity to meet with them. 0 None Specified None Specified Limits will be established on how many times a student may be pulled out of any one particular class.
4.6	Lancer Launch	All Students	3000

			<p>ASB 1000-1999: Certificated Personnel Salaries As is customary at TOHS, ASB officers will be hosting our annual Lancer Launch for 9th graders. Our ASB advisor will receive compensation not to exceed \$3000 for work completed during the summer in preparation of the event. 0 None Specified None Specified Special consideration will be made for our EL and RFEP students during Lancer Launch in order to ensure inclusion.</p>
4.7	Offer AVID to qualified students	AVID-eligible students	<p>0 None Specified 1000-1999: Certificated Personnel Salaries 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 None Specified None Specified Pair Athletes from the LEAP Program with general education students to practice and play sports against other CVUSD schools. 2000 OTRM 5000-5999: Services And Other Operating Expenditures Transportation for unified sports teams</p>
4.9	Support Sparkles Program for Students with Disabilities	SWD	<p>500 OTRM 4000-4999: Books And Supplies Sparkles will work with TOHS cheerleaders in order to perform at various events throughout the year.</p>
4.10	Maintain SEL Canvas Card for every TOHS student offering a list of all resources available.	All Students	<p>0 None Specified None Specified Link students to virtual resources and activities - create Canvas card for all students - BreakThrough, TOHS Counselors, CVUSD SEL resources.</p>

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, and Majors.
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 participation in school-wide activities. 0 None Specified None Specified Increase the number of opportunities to connect EL students with existing school programs such as ETHOS, CTE, and Majors
4.14	In-Person Student Announcements	All Students	0  ASB Representatives will provide each class in-person announcements once a week and will provide video announcements once a week.
4.15	Improving Restroom Safety	All Students	0 None Specified

			None Specified 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.
4.16	Monthly Meetings with SDAC Reps	All Students	0 None Specified None Specified Each Month, TOHS Administration will meet with the TOHS SDAC representatives in order to discuss current topics, brainstorm solutions and to share important information.
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	25000 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries 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 25000 0P28 - Proposition 28 2000-2999: Classified Personnel Salaries 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. 20000 0P28 - Proposition 28 6000-6999: Capital Outlay Prop 28 funds will be used to improve the lighting in our Performing Arts Center. 5000 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 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

			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.
4.18	Maintain support of the TOHS Culture Crew.	Faculty and Staff	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.
4.19	Investigate ways to gather visitor analytics for TOHS Wellness Website and to establish a permanent link on Classlink or Canvas	All Students	0 None Specified None Specified Investigate ways to gather visitor analytics for TOHS Wellness Website
4.20	Efforts will be made to ensure when students are pulled out for mental health services, they are not being pulled from the same class, at the same time, every week.	All Students	0 None Specified None Specified Efforts will be made to ensure when students are pulled out for mental health services, they are not being pulled from the same class, at the same time, every week.
4.21	Actively recruit school campus supervisors for increased restroom safety and monitoring.	All Students	0 None Specified None Specified Actively recruit school campus supervisors for increased restroom safety and monitoring.
4.22	Maintain restrooms: ensure cleanliness, operational toilets and urinals, functioning stall locks	All Students	500 0010 5000-5999: Services And Other Operating Expenditures

			Maintain restrooms, such as bathroom stall locks, sometimes multiple toilets are out of order, cleanliness.
4.23	Ensure PE teachers inform students that shower bays may be used for private changing areas.	All Students	0 None Specified None Specified Ensure PE teachers inform students that shower bays may be used for private changing areas.
4.24			
4.25			

# Annual Review

## SPSA Year Reviewed: 2024-25

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: website accessibility, more awareness of existing SEL supports, more attention paid to bathroom safety

# 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: 2024-25**

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	\$199,316.00
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
0010	\$500.00
0P28 - Proposition 28	\$100,000.00
OTRM	\$75,816.00
ASB	\$3,000.00
None Specified	\$0.00
Other	\$20,000.00

Subtotal of state or local funds included for this school: \$199,316.00

Total of federal, state, and/or local funds for this school: \$199,316.00

# 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	166500	166,000.00
ASB	197000	194,000.00
OTRM	75816	0.00
4EEF	1600	1,600.00
0P28 - Proposition 28	227066	127,066.00
Other	81667	61,667.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	500.00
0P28 - Proposition 28	100,000.00
OTRM	75,816.00
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	63,000.00
2000-2999: Classified Personnel Salaries	57,799.00
4000-4999: Books And Supplies	17,350.00
5000-5999: Services And Other Operating Expenditures	39,167.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

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
5000-5999: Services And Other Operating Expenditures	0010	500.00
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	15,000.00
2000-2999: Classified Personnel Salaries	OTRM	27,799.00
4000-4999: Books And Supplies	OTRM	12,350.00
5000-5999: Services And Other Operating Expenditures	OTRM	18,667.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	2,000.00
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	68,666.00

Goal 2	12,200.00
Goal 3	5,350.00
Goal 4	113,100.00

# 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
- 2 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
Zach Hammond	Classroom Teacher
Dr. Gavreel Asperillia-Zhu	Classroom Teacher
Heather Austin	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
Paul Lefko	Parent or Community Member
Alison Friedman	Parent or Community Member
Lynda Karl	Parent or Community Member
Aimee Sturges	Parent or Community Member

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
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 8/27/2024.

Attested:



Principal, Dr. Eric Bergmann on 8/26/2025



SSC Chairperson, Paul Lefko on 8/26/2025

# 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](mailto: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](mailto: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](mailto: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/>

Updated by the California Department of Education, October 2023