

Weathersfield Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Weathersfield Elementary School
Street	3151 Darlington Dr.
City, State, Zip	Thousand Oaks, CA 91360-4593
Phone Number	(805) 492-3563
Principal	Laurie Davis
Email Address	lauriedavis@conejousd.org
Website	www.conejousd.org/weathersfield
County-District-School (CDS) Code	56 73759 6056022

Entity	Contact Information
District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
Email Address	mmclaughlin@conejousd.org
Website	www.conejousd.org

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

The mission of Weathersfield Elementary School is to provide innovative academic and co-curricular programs that provide students a lifelong love of learning and the opportunities to develop their interests, talents and abilities. In addition, we provide a variety of fine and performing arts and activities programs designed to enhance our students' academic experience and to develop the "whole child".

SCHOOL DESCRIPTION

Weathersfield Elementary is a 2014 California Distinguished School located in the north end of Thousand Oaks, in the Conejo Valley. We are very proud of our state test score gains, two years in a row! These gains have earned us high marks with GreatSchools.com. The school currently serves 348 students from transitional kindergarten through fifth grade. Weathersfield Elementary School is staffed with a dedicated group of professionals who are committed to providing a rich learning experience for our students. We expect students to maintain high standards of citizenship and scholarship. Our teachers are a cohesive group who share ideas, seek advice and attend professional development to continuously enhance their teaching strategies. The unique quality of Weathersfield is that we have a warm and welcoming school environment, and a school community that cares deeply for our children and their academic and social emotional growth.

We are very proud of our school-wide Intervention Program which is designed to target all levels of learners, in small group settings. Our strong academic focus is enhanced by technology supports in every classroom including Promethean Boards, iPads/laptops and a myriad of educational software to enhance our educational programs. We also have two computer labs for full class use. Our science lab is designed for project based learning which provides our students a place for experiments and exploration.

For social emotional support, our School Counselor provides both individual and group guidance. In addition, for our students with special needs, we have a Special Education Teacher, School Psychologist and Speech Therapist on staff. To provide extra assistance to our English Learner families, we have a part time Bilingual Facilitator and Bilingual Outreach Coordinator for school to home connections.

At Weathersfield, our Character Education program emphasizes the importance of making positive choices and decisions through our Mindfulness programs, which ultimately leads our children to being good citizens and respectful, responsible classmates. We offer a variety of rewards programs, including; "Caught Being Good" slips, Golden Tickets for exemplary actions and behavior, classroom motivational incentives, Principal Awards, Student-of-the-Month assemblies; including Star Students and Teacher Choice Awards. In addition, we have an active Student Council which sponsors many creative activities and engaging events. Students in grades three through five can join our Community Outreach program which provides the children with opportunities to work and connect with a variety of community service projects, both within the Conejo Valley and beyond. In addition, our students are provided with a stellar music program, creative Arts program and physical education twice weekly. We have a number of extra curricular offerings such as our highly acclaimed chorus(TK-5), and band and strings programs. After school, we offer a number of sports, art, coding and dance activities. School events, activities and updates are regularly communicated through the use of our weekly newsletter (Eagle Flyer), classroom websites, indoor/outdoor marquees, All Call phone messages/emails, Twitter (@GoWeathersfield). PTA text messages (REMIND), school and PTA websites, PTA Facebook and PTA Instagram.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	78
Grade 1	47
Grade 2	62
Grade 3	39
Grade 4	38
Grade 5	49
Total Enrollment	313

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	4.8
Filipino	1.3
Hispanic or Latino	36.4
White	51.1
Two or More Races	5.8
Socioeconomically Disadvantaged	30.4
English Learners	16
Students with Disabilities	8.6
Foster Youth	0.3
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	17	850
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	5
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

All TK-12 students have current standards-based textbooks in math, science, history/social science, and English/language arts. With each curricular cycle established by the State of California, the Conejo Valley Unified School District (CVUSD) Board of Education adopts textbooks within the timeline provided. Standards-aligned books for grades 9-12 are approved locally. Textbooks in grades K-8 are selected from lists of books and materials approved by the State Board of Education. Sufficient standards-based textbooks and instructional materials have been purchased for all students in English, math, history/social science, science, health and foreign language. In addition, annually, sites receive specific science supplementary funds to be used for consumable laboratory expenses and/or equipment.

The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing current state standards and frameworks, analyzing student data, writing courses of study (as required) and selecting and maintaining current instructional materials. The goal of such district-wide committees comprised of teachers and administrators representing all targeted grade levels, is to achieve high academic standards for all of our TK-12 students. Each major subject area, such as math, science, history/social science, foreign language and English/language arts, is reviewed and adopted under the guidance of the California Department of Education and State Board of Education. The committee submits its recommendations to the Board of Education for final approval. The recommendation to the Board includes the basic textbook materials as well as supplementary materials within the subject. On October 1, 2019, the CVUSD Board of Education approved a resolution for the 2019-2020 school year declaring that the Conejo Valley Unified School District has provided each pupil with sufficient standards-based textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Grade(s)	Subject / Title	Published
Mathematics		
T K	enVision Math Student Reteach and Practice Workbook	Pearson 2016
K - 5	Go Math! California Student Multi-Volumes and Resource Packages	Houghton Mifflin 2015
History/Social Science		
K	How Have Things Changed?	Pearson/Scott Foresman 2006
	Who Are People In History?	
	What Is A Holiday?	
	How Can We Show Time?	
	What Happens At School?	
	How Can We Show A Neighborhood?	
	What Symbols Do You Know?	
	How Can You Find Things?	
	What Can We Learn From Stories?	
	Who Are Good Citizens?	
	Why Do We Follow Rules?	
1	How Do Goods Get To People?	
	How Do People Use Money?	
	How Do We Learn About Others?	
	Who Came Before Us?	

	How Are We Alike?	
	How Can We Learn About The Past?	
	What Was Life Like Long Ago?	
	How Has Travel Changed?	
	What Are Symbols Of America?	
	How Do We Honor Our Heroes?	
	How Do We Honor Our Country?	
	Where Do You Live?	
	How Can You Make A Map?	
	What Does A Model Show?	
	How Can We Use Maps/Globes?	
	How Do We Show Respect?	
	How Do We Make Rules?	
2	How Do We Learn Family History?	
	How is Life Different Today?	
	How Can We put Events In Order?	
	How Can We Locate Places?	
	What Does a Map Show?	
	Where Did My Family Come From?	
	How Do People Use Land?	
	What Do Governments Do?	
	How Do People Solve Problems?	
	How Do People Grow And Use Food?	
	Who Are Buyers/Sellers?	
	How Do People Use Resources?	
	How Do Heroes Make A Difference?	
3	Our Communities California Edition	
4	Our California	
5	Our Nation	
	We the People	Civic Education
Science		
K-5	FOSS NGSS Units	Delta Education
Health		
K-3	Health Wave	
4/5	Healthy You	
Visual and Performing Arts		
Music	Share the Music	McGraw Hill
Art	Portfolio: A State of the Art	Barrett Kendall
English/Language Arts		
TK	Little Treasures	
K	Treasures Reading Practice and Student Activity Books	McGraw Hill 2008
1	Student Edition Books 1-6	
2/3	Student Edition Books 1 and 2	
4/5	Student Editions	
Elementary Core Literature Selections School Board Approved July 13, 2004		
K	The Little Engine that Could by Watty Piper	
K	Goldilocks and the Three Bears by Jan Brett	
K	The Little Red Hen by Paul Galdone	
K	The Very Hungry Caterpillar by Eric Carle	
K	The Three Billy Goats Gruff by Paul Galdone	
K/1	The Grouchy Ladybug by Eric Carle	
K/1	Stone Soup by Marcia Brown	
1	Ira Sleeps Over by Bernard Waber	
1	The Tale of Peter Rabbit by Beatrix Potter	CHOOSE ONE OF

1	The Town Mouse and the Country Mouse by Lorinda Cauley	THESE TWO TITLES
1/2	A Bargain for Frances by Russell Hoban	
1/2	Frog and Toad are Friends by Arnold Lobel	
2	Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst	
2	Sylvester and the Magic Pebble by William Steig	CHOOSE ONE OF THESE TWO TITLES
2	Too Many Tamales by Gary Soto	
2/3	Annie and the Old One by Miska Miles	
2/3	Miss Rumphius by Barbara Cooney	
3	The Velveteen Rabbit by Margery Williams	
3	Charlotte's Web by E.B. White	CHOOSE ONE OF THESE TWO TITLES
3	Ramona Quimby, Age 8 by Beverly Cleary	
4	Island of the Blue Dolphins by Scott O'Dell	
4	By the Great Horn Spoon by Sid Fleischman	CHOOSE ONE OF THESE TWO TITLES
4	The Little House in the Big Woods by Laura Ingalls Wilder	
4/5	Ben and Me by Robert Lawson	
4/5	Hatchet by Gary Paulsen	
5	Sign of the Beaver by Elizabeth Speare	
5	In the Year of the Boar and Jackie Robinson by Betty Bao Lord	CHOOSE ONE OF THESE TWO TITLES
5	From the Mixed Up Files of Basil E. Frankweiler by E.L. Konigsburg	
5/6	The Cay by Theodore Taylor	
5/6	Shiloh by Phyllis Reynolds Naylor	

School Facility Conditions and Planned Improvements (Most Recent Year)

Each fall, all schools in the Conejo Valley Unified School District are inspected by a team which consists of all or many of the following personnel: Site Administrator, Director of Maintenance and Operations, Director of Planning and New Construction, and the Assistant Superintendent. A facilities evaluation is completed documenting the condition of the school in a variety of area including the cleanliness of restrooms, condition of roofs, paving and walkways, HVAC systems, landscape maintenance, etc. Any condition observed that represents a threat to the health and safety of students and staff, is annotated for immediate correction. Items noted which could improve the utility, appearance, or safety of the school are recorded and evaluated for potential placement on the District's annual Major Projects List. The projects included on the final Major Projects List are based upon a priority assessment of all identified District school needs and the funds available to address those needs. The final list is approved by the Board of Education in the Spring, with the majority of projects completed the following Summer. Each year the District participates in the State's Deferred Maintenance Program and these funds have been a major source of support for the annual Major Projects List in recent years. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction (OPSC). The District has not been required to make its normal contribution to the Deferred Maintenance Fund since the 2008-09 school year and the State's annual contribution has been allowed to be used for other "educational purposes", with this flexibility continuing through the current year. Deferred Maintenance Program projects will be prioritized and funded with carryover funds from previous budgets or as augmented by future funding.

The District provides 2 full-time custodians at Weathersfield Elementary and they follow District-defined cleaning standards and schedules to ensure that the school provides our students and staff with clean, healthy, and attractive learning environments. Weathersfield Elementary was opened in 1962. Sited on 8.76 acres of land, the school has 24 classrooms, a multipurpose room, a library, and an administration building. The campus underwent modernization in 2000, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Weathersfield is 480 students. The District Site Inspection Team assessed the school on 12/26/19.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/26/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	66	79	63	66	50	50
Mathematics (grades 3-8 and 11)	62	68	57	58	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	122	95.31	4.69	78.69
Male	50	48	96.00	4.00	79.17
Female	78	74	94.87	5.13	78.38
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	39	92.86	7.14	74.36
Native Hawaiian or Pacific Islander					
White	70	68	97.14	2.86	80.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	5.13	72.97
English Learners	25	24	96.00	4.00	66.67
Students with Disabilities	14	9	64.29	35.71	11.11
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	122	95.31	4.69	68.03
Male	50	48	96.00	4.00	72.92
Female	78	74	94.87	5.13	64.86
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	39	92.86	7.14	64.10
Native Hawaiian or Pacific Islander					
White	70	68	97.14	2.86	67.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	5.13	56.76
English Learners	25	24	96.00	4.00	58.33
Students with Disabilities	14	9	64.29	35.71	22.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.3	36.2	25.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are numerous opportunities for classroom volunteers at Weathersfield Elementary School. Our teachers utilize parent volunteers to assist with supporting student learning, help with materials, and chaperone field trips. In addition, parent volunteers assist in our computer labs and library. * We love our volunteers!

We have an extremely active and highly supportive Parent Teacher Association (PTA). Our PTA Executive Board meets monthly, we have at minimum of two annual General Association membership meetings and numerous sub-committee activities/meetings throughout the school year. Together with our Eagle Flyer newsletter, our PTA provides weekly information to our families. This creates excellent school to home communication for all. In addition, our school to home correspondence is translated into Spanish for our English Learner families. Our amazing PTA funds many important programs and supports for our students, including: academic intervention, community outreach, technology/computer software programs, music, art, classroom supplies, and staff appreciation. Weathersfield's PTA provides our students with educational assemblies, our Abilities Awareness event, Science Night, VIP lunch and a variety of activities including: Red Ribbon Week, Trunk or Treat, Movie Night, Fun Run and Spring Carnival.

All parents have the opportunity to participate on our School Site Council (SSC) where they can be involved in making decisions and recommendations that directly impact the education of their children.

Parents of English Learners (ELs) are strongly encouraged to participate in the English Learner Advisory Committee (ELAC). The ELAC committee reviews the school's EL Program components, language attainment goals, and the EL budget. ELAC committee members are encouraged to engage in the education of their children by being part of the decision-making process.

We have parent reps serving on District Advisory Committees: SEDAC (Special Education) DELAC (English Learner) GATEDAC (Gifted and Talented) and DAC (District Advisory). Our Reps meet with the Principal each month to discuss school programs. In addition, our Reps provide their Advisory Committee reports to our School Site Council Committee at our monthly meetings.

For information on volunteering at Weathersfield Elementary School, please contact the school office at: (805) 492-3563

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.6	0.3	1.8	2.3	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Site-specific Comprehensive School Safety Plans covering school site facilities are updated each year and reviewed with site council and school staff. Safety plans include SEMS assignments, emergency response teams and contact information, emergency supply inventory, specific school site information (layouts, schedules etc.), school rules related to discipline and safe schools, staff rosters, and identification of emergency assembly areas. Related District policies and administrative regulations are reviewed and updated on a regular basis to remain current and consistent with new law.

A communication system consisting of alternate powered and mobile two-way radios has been assigned to each site and tested at least annually. Each classroom and office has a phone with dial out and 9-1-1 capability.

The District’s Human Resources Department provides training on an ongoing basis to certificated and classified staff. Each year, new employees are offered CPR and First Aid Training through organizations such as the American Red Cross and American Lung Association. The District has also employed an Automated External Defibrillator program at each location.

The District works in collaboration with the City of Thousand Oaks, the Conejo Recreation and Park District, the Ventura County Sheriff’s Department, and the Red Cross in coordinating response and resource allocations in major emergencies. Certain school sites have been identified for use as emergency shelters. Additionally, each comprehensive high school has a School Resource Officer assigned as part of the school community.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	3		22		4		22		4	
1	22		2		23		2		19	2		
2	21		1		22		2		21	2	1	
3	21	1	2		17	2			20	2		
4	30		2		26		2		29		1	
5	28		3		28		2		29		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.3
Social Worker	0.4
Nurse	0.1
Speech/Language/Hearing Specialist	0.4

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	1.5
Other	11

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8044	\$553	\$7491	\$86,364
District	N/A	N/A	\$6268	\$83,936
Percent Difference - School Site and District	N/A	N/A	17.8	2.9
State	N/A	N/A	\$7507	\$82,031
Percent Difference - School Site and State	N/A	N/A	-0.2	5.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Per pupil expenditures include funds expended for all instructional services. These include transportation, food services, health services, counseling services / mental health services, instructional materials and maintenance. The Local Control Funding Formula provides the bulk of funding for nearly all programs with the exceptions of federal categorical allocations and state and local grants.

Categorical funding provides support for Special Education Services – (All Schools), Title I Services - PI transportation (school choice) and Alternative Support Services (Six elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners / LEP and Immigrant (All Schools) and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the district. The Conejo Schools Foundation, PTA's and Booster Clubs contribute significantly to activities such as performing arts, athletics, academic competitions, etc.

Conejo Valley Unified also receives additional financial support through grant funding such as: College Readiness Block Grant - Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education – Ventura County Innovates (CTE) – (Middle Schools & High Schools).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,144	\$51,374
Mid-Range Teacher Salary	\$76,703	\$80,151
Highest Teacher Salary	\$97,122	\$100,143
Average Principal Salary (Elementary)	\$116,639	\$126,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$119,510	\$133,668
Average Principal Salary (High)	\$131,904	\$143,746
Superintendent Salary	\$234,600	\$245,810
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Per pupil expenditures include funds expended for all instructional services. These include transportation, Child Nutrition, health services, counseling services/mental health services, instructional materials, and maintenance. The Local Control Funding Formula provides the bulk of funding for nearly all programs with the exceptions of federal categorical allocations and state and local grants.

Categorical funding provides support for Special Education Services – (All Schools), Title I Services - PI (school choice) and Alternative Support Services (seven elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners/LEP, and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the District. The Conejo Schools Foundation, PTAs, and Booster Clubs contribute significantly to activities such as performing arts, athletics, academic competitions, etc.

Conejo Valley Unified also receives additional financial support through grant funding such as College Readiness Block Grant - Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education – Ventura County Innovates (CTE) – (Middle Schools & High Schools).