

# Walnut Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Walnut Elementary School
<b>Street</b>	581 Dena Dr.
<b>City, State, Zip</b>	Newbury Park, CA 91320-2999
<b>Phone Number</b>	(805) 498-3608
<b>Principal</b>	Aileen Wall
<b>E-mail Address</b>	awall@conejousd.org
<b>Web Site</b>	<a href="http://www.conejousd.org/walnut">www.conejousd.org/walnut</a>
<b>CDS Code</b>	56 73759 6055917

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

## School Description and Mission Statement (School Year 2018-19)

### MISSION STATEMENT

Walnut's mission statement, "Academic Excellence in a Safe, Enriching Environment," provides a guiding light for our instructional, cultural, and fiscal decisions. Our motto, "Dedicated to the BEAT 2 (Bringing Education, Art, and Technology Together)", explains our investment in both the arts as well as digital fluency. All stakeholders work together to develop well-rounded students equipped to thrive in the 21st century. The mutual efforts of staff, students, parents, and community members all contribute to Walnut's success.

### SCHOOL DESCRIPTION

Walnut Elementary is a neighborhood school serving approximately 300 students, TK-5th grade, in picturesque Newbury Park, CA. We value the family feel on our campus and we are proud of our multicultural student body. Our most important goals at Walnut are the academic and social development of our students. Walnut's devoted staff members share a common philosophy of excellence in instruction, high expectations, and the belief that the elementary experience sets the foundation for a lifetime of learning. We work hard to close any achievement gaps and are proud to be a California Honor Roll School. As the recipient of a Title 1 grant, Walnut benefits from extra federal funding used to increase student achievement, including hiring additional credentialed teachers to provide small group intervention and enrichment. In the spirit of collaboration, all teachers regularly meet in professional learning communities for professional development, data analysis, and instructional discussions, pinpointing how to better meet students' academic and behavioral needs. The teaching staff has implemented a school-wide intervention program called Target Time, which provides 30 minutes of daily, targeted, small group intervention for every student in grades 1-5. These skills-based groups are determined by assessment data and are reevaluated each trimester. Each small group is taught by a credentialed teacher using research-based curriculum and provides a "just right" fit of remediation, deeper practice, or enrichment. In order to support students in the social-emotional arena, our school counselor uses Target Time once per week to offer flexible social skills groups. Additional interventions on campus include after school classes, a credentialed academic specialist dedicated to our Kindergarten program, and individualized computer programs that may also be accessed at home. A strong, integrated visual and performing arts program enhances the core curriculum. Walnut invests in specialists to teach art, music, drama, dance, computer technology, and physical education classes for additional enrichment. Students gain digital fluency working with a variety of digital devices and our free after-school Coding Club is extremely popular. We also offer a Create Club recess option that allows students to use their imaginations to create art projects with recycled materials.

Walnut provides a nurturing, disciplined, and caring learning community. All staff members train in the CHAMPS Positive Behavior Intervention System, which is evident campus-wide in classrooms and common areas. Students follow our Guidelines for Success: "Be Safe, Be Respectful, and Be Prepared". The STAND PROUD program, created by CVUSD elementary school counselors and taught throughout the year to fifth grade students, promotes positive character traits including responsibility, acceptance, and trustworthiness. All students and staff members have received instruction in Bucket Filling 101, based on the book, Have You Filled a Bucket Today? by Lisa Grimes. In addition to the intrinsic reward gained by filling each other's emotional buckets, students receive positive reinforcement for their acts of kindness at awards assemblies and drawings at our monthly Wildcat Pride Gatherings. Kindness and Anti-bullying instruction is given at the classroom level throughout the school year, including how to get immediate help if a student feels bullied or is worried about a classmate. Our TK class is piloting the Sanford Harmony social-emotional learning program this year. Walnut participates in Unity Day and Kindness Week and we are listed as a 2018 Designated Kindness School.

Walnut School values the surrounding community and celebrates partnerships with local groups including the Assistance League of Conejo Valley, CSVP Senior Volunteers, YMCA, Horace Mann, Delta Kappa Gamma, St. Julie Billiard's Catholic Church, and LightShine Community Church. These community members support Walnut's students by providing classroom assistance, extra school supplies, donated books for students to take home, and after-school homework assistance. LightShine has also "adopted" families in need at the holidays and volunteered on weekends for campus beautification. A Walnut alumna donates annually to support our Create Club and dance programs. We always enjoy working with surrounding Newbury Park cluster schools, especially welcoming Walnut alumni back on campus. Students from Sequoia Middle School and Newbury Park High School regularly volunteer at school events and participate in after-school learning activities such as homework help and Coding Club.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	84
Grade 1	52
Grade 2	59
Grade 3	41
Grade 4	38
Grade 5	55
<b>Total Enrollment</b>	<b>329</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	13.1
Filipino	0.9
Hispanic or Latino	50.2
Native Hawaiian or Pacific Islander	0.3
White	28.9
Socioeconomically Disadvantaged	48.0
English Learners	36.8
Students with Disabilities	8.5
Foster Youth	0.0

**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			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	20	20	17	873
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	37

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2018-19)

**Year and month in which data were collected:** July 2018

All K-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 16, 2018, the CVUSD Board of Education approved a resolution for the 2018-2019 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten: Macmillan-McGraw Hill: California Treasures Reading Practice Book; Treasures Student Activity Book; Core Literature: The Little Engine that Could by Watty Piper, Goldilocks and the Three Bears by Jan Brett, The Little Red Hen by Paul Galdone, The Very Hungry Caterpillar by Eric Carle, The Three Billy Goats Gruff by Paul Galdone, The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown</p> <p>Grade 1: Macmillan-McGraw Hill: California Treasures Student Edition Books 1-6; Core Literature: The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown, Ira Sleeps Over by Bernard Waber, The Tale of Peter Rabbit by Beatrix Potter, The Town Mouse and the Country Mouse by Lorinda Cauley, A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel</p> <p>Grade 2: Macmillan-McGraw Hill: California Treasures Student Edition 1-2; Core Literature: A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel, Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, Sylvester and the Magic Pebble by William Steig, Too Many Tamales by Gary Soto, Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney</p> <p>Grade 3: Macmillan-McGraw Hill: California Treasures Student Edition Books 1-2; Core Literature: Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney, The Velveteen Rabbit by Margery Williams, Charlotte’s Web by E.B. White, Ramona Quimby, Age 8 by Beverly Cleary</p> <p>Grade 4: McGraw Hill: California Treasures Student Edition; Core Literature: Island of the Blue Dolphins by Scott O’Dell, By the Great Horn Spoon by Sid Fleischman, The Little House in the Big Woods by Laura Ingalls Wilder, Ben and Me by Robert Lawson, Hatchet by Gary Paulsen,</p> <p>Grade 5: Macmillan-McGraw Hill: California Treasures Student Edition; Core Literature: Ben and Me by Robert Lawson, Hatchet by Gary Paulse, Sign of the Beaver by Elizabeth Speare, In the Year of the Boar and Jackie Robinson by Betty Bao Lord, From the Mixed Up Files of Basil E. Frankweiler by E.L. Konigsburg, The Cay by Theodore Taylor, Shiloh by Phyllis Reynolds Naylor</p> <p>2008 State Adoption, 2012 Local Adoption K-5, 2010 Edition</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	TK: enVisionMATH Student Lesson Packets  Kindergarten: Houghton -Mifflin; Go Math! California Student Resource Package (Multi-Volume)  Grade 1-5: Houghton -Mifflin; Go Math! California Student Resource Package  2014 State Adoption K-8, 2016 Local Adoption K-8, 2015 Edition	Yes	0
<b>Science</b>	Kindergarten - 5: Delta Education-Foss Science Kits  2006 State Adoption, 2007 Local Adoption, 2007 Edition	Yes	0
<b>History-Social Science</b>	Kindergarten - 5 Pearson/Scott Foresman: History/Social Science for California (2006)  We The People: Civic Education  2005 State Adoption, 2006 Local Adoption	Yes	0
<b>Health</b>	Grades K-3: Health Wave  Grades 4-5: Healthy You!	Yes	0
<b>Visual and Performing Arts</b>	MUSIC: McGraw Hill: Share the Music ART: Portfolio: A State of the Art by Barrett Kendall	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Each fall, a team that consists of all or many of the following personnel, inspects each school in the Conejo Valley Unified School District: 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 areas including the cleanliness of restrooms, condition of roofs, paving and walkways, HVAC systems, landscape maintenance, etc. Any observed condition that represents a threat to the health and safety of students and staff is annotated for immediate correction. Notes include items that could improve the utility, appearance, sustainable maintenance, or safety of the school and 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 schools' needs and the funds available to address those needs. The Board of Education approves the final list in the spring, so the majority of the projects detailed are completed the following summer. Funds available through participation in the State's Deferred Maintenance Program represent a significant source of support for the annual Major Projects List each year. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction and has had no required contribution to the Deferred Maintenance Fund since the 2008-09 school year. Therefore, the State's annual contribution is available to use for other "educational purposes". This flexibility continues through the current school year. Deferred Maintenance Program projects will be prioritized and financed with carryover funds from previous budgets or as augmented by future funds.

The District provides 1.7 full-time custodians at Walnut 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. Walnut Elementary was opened in 1961. Sited on 9.25 acres of land, the school has 23 classrooms, a multipurpose room, a library, and an administration building. In 1999, the HVAC system was replaced. The campus underwent modernization in 2000, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Walnut is 480 students. The District Site Inspection Team assessed the school on 12/28/18.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: December 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	15: Asphalt needs seal and striping

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: December 2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	59.0	52.0	67.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	38.0	39.0	59.0	57.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	135	99.26	51.85
Male	80	80	100.00	48.75
Female	56	55	98.21	56.36
Black or African American	--	--	--	--
Asian	12	11	91.67	72.73
Filipino	--	--	--	--
Hispanic or Latino	77	77	100.00	41.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	36	100.00	63.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	41.56
English Learners	54	53	98.15	39.62
Students with Disabilities	14	14	100.00	21.43
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	135	99.26	39.26
Male	80	80	100	36.25
Female	56	55	98.21	43.64
Black or African American	--	--	--	--
Asian	12	11	91.67	63.64
Filipino	--	--	--	--
Hispanic or Latino	77	77	100	25.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	36	100	52.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	77	100	32.47
English Learners	54	53	98.15	30.19
Students with Disabilities	14	14	100	28.57
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.3	25.5	10.9

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.

## 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 2018-19)

At Walnut, we are committed to providing multiple entry points for parents to be involved in the life of our school. In fact, one of the four goals in our Single Plan for Student Achievement (SPSA) is dedicated to increasing parent involvement. Parents are encouraged to volunteer in classrooms, in the library, on field trips, and at special events. The Parent Teacher Association (PTA), School Site Council (SSC) and English Learner Advisory Council (ELAC) are active, organized groups that meet regularly and invite parent participation. Our bilingual school outreach assistant is on campus daily to help families feel a part of the Walnut community. She will help parents get involved on campus, organizes parent education classes, and connects people with community resources as needed. Walnut offers multiple parent education classes each year, including beginning and intermediate English classes as well as topical classes, including Triple P Parenting, Internet Safety, Ways to Support Students' Reading Comprehension, and Understanding the Go Math Program. Classes are offered in both English and Spanish, and parents from surrounding schools are also invited to participate.

Walnut staff members and the PTA host multiple community-building opportunities throughout the year that welcome parent participation. Families enjoy annual events such as Family Reading Night, Monster Mash, International Dinner, Science Night, the Fun Run, and the End-of-the-Year Bash. Many parents also make homemade crafts to donate to the Holiday Shop each December, the proceeds of which purchase food and clothing for needy families in the school community. Parents are encouraged to attend presentations about Walnut's educational programs such as Back-to-School Night, Title I Informational Meetings, Open House, GATE Parent Meetings, and Parent-Teacher Conferences. All PTA, School Site Council, and English Language Advisory Council meetings are advertised in advance and opened to all parents. Families keep up-to-date about events, classes, and school programs through the digital newsletter, "What's New at Walnut?" (offered in English and Spanish), the digital marquee, Facebook and Twitter posts, paper flyers, and the Blackboard email system which contacts parents by telephone and email. We believe in open communication and all parents are welcome at Walnut! For further information regarding parent involvement and volunteer opportunities, you are welcome to contact Walnut's Principal, Aileen Wall, at (805) 498-3608

## 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.1	0.8	1.4	2.5	1.8	2.3	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Site specific District Disaster Preparedness Plans and School Safety Plans are developed, revised and updated each year through a collaborative process obtaining appropriate approvals. Safety plans address: a) child neglect and abuse reporting; b) disaster procedures; c) policies and procedures regarding dangerous students and bullying/harassment d) sexual harassment & nondiscrimination policies; e) dress code; f) safe ingress/egress; g) school rules related to discipline and safe schools. Likewise, all school sites routinely practice Fire, Earthquake and Lock Down drills throughout the school year. District policies and administrative regulations are reviewed and updated on a regular basis to remain present-day and consistent with current law.

Walnut's School Safety Plan was updated in the fall of 2018 and approved by the School Site Council on October 54h.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies is located at all sites for daily use and in preparation for possible emergency use. Moreover, local bond dollars support needed physical and safety upgrades at all school sites.

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 installed Automated External Defibrillators in nearly all facilities, including Walnut's Health Office.

The District also has partnered with the City of Thousand Oaks, the Conejo Recreation and Park District and the Ventura County Sheriff's & Fire Departments for coordinating response and resource allocations in major emergencies. Additionally, with the generous support of the City of Thousand Oaks each comprehensive high school enjoys the services of a full-time Student Resource Officer (TOPD). The NPHS Student Resource Officer checks in regularly with Walnut and provides site support when needed.

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	2		20	3	1		21	1	3	
1	24		2		20	1	2		23		2	
2	23		2		22	1	1		22		3	
3	21		3		19	2			21	1	1	
4	31		1		28		2		19	1	1	
5	33		1	1	28		2		28		2	

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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.2	N/A
Social Worker	0.2	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other	7.7	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,464	\$876	\$6,588	\$62,134
District	N/A	N/A	\$5,971	\$80,176
Percent Difference: School Site and District	N/A	N/A	9.8	-25.4
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-7.8	-24.7

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 2017-18)

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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,771	\$49,512
<b>Mid-Range Teacher Salary</b>	\$74,469	\$77,880
<b>Highest Teacher Salary</b>	\$94,293	\$96,387
<b>Average Principal Salary (Elementary)</b>	\$113,242	\$123,139
<b>Average Principal Salary (Middle)</b>	\$116,029	\$129,919
<b>Average Principal Salary (High)</b>	\$128,062	\$140,111
<b>Superintendent Salary</b>	\$219,549	\$238,324
<b>Percent of Budget for Teacher Salaries</b>	41.0	36.0
<b>Percent of Budget for Administrative Salaries</b>	5.0	5.0

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

**Professional Development (Most Recent Three Years)**

The Conejo Valley Unified School District is committed to providing professional learning activities for all classified and certificated staff members. Staff continues to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards. A robust professional learning effort includes opportunities in researched-based instructional strategies, technological competencies, and Professional Learning Communities. The District's Local Control Accountability Plan (LCAP) prioritizes an entire goal with subsequent actions and services in order to "ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes."

Professional learning strategies such as workshops, institutes and academies, as well as job-embedded activities relate to College and Career Readiness, Positive Behavior Support, Smarter Balanced Assessments, and other required skills and competencies to meet the needs of all students. Professional learning topics align with District and school site needs identified through and outlined within the District’s LCAP goals and the schools’ School Plan For Student Achievement. Professional learning for high school faculty and staff members align with each school’s WASC action plan.

The District also provides an accredited and free Teacher Induction Program to first and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

Site administrators receive continuous training at bi-weekly meetings and through a full-day training at the start of the school year. In addition, the Ventura County Office of Education offers a professional learning series specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Multi-Tiered System of Supports, performance assessment, social-emotional learning, supervision, evaluation, and leadership.

In addition to professional learning activities offered to the District's teachers and administrators, classified employees receive training that is specific to their assignments.

The District is committed to providing professional learning activities to every educator to improve the instructional process and enhance student achievement. Teachers and administrators participate in three full-day trainings to support curriculum, instructional technology, assessment, report cards, instructional strategies, and the use of data to teach all students.