

# Westlake 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   |
|--|---|
| <b>School Name</b>                       | Westlake Elementary School  |
| <b>Street</b>                            | 1571 East Potrero Rd.   |
| <b>City, State, Zip</b>                  | Westlake Village, CA 91361-1529   |
| <b>Phone Number</b>                      | (805) 374-2150  |
| <b>Principal</b>                         | Megan Triplett  |
| <b>Email Address</b>                     | mtriplett@conejousd.org   |
| <b>Website</b>                           | <a href="http://www.conejousd.org/wle">http://www.conejousd.org/wle</a> |
| <b>County-District-School (CDS) Code</b> | 56 73759 6071286  |

| 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)

Westlake Elementary is a welcoming, vibrant and collaborative community that focuses on a well-rounded education. Westlake Elementary's mission is to provide students a fun and challenging curriculum in a nurturing and supportive environment. Our school promotes inclusivity, integrity, and empathy through a variety of social-emotional and character education programs. Westlake is committed to providing students with a rigorous and well-rounded education. Westlake Elementary's curriculum focuses on Common Core State Standards (CCSS) including the Next Generation Science Standards (NGSS). Throughout the year, students receive an extensive specialist schedule and have a variety of opportunities available to them including: enrichment, intervention, leadership, arts, and technology.

Westlake Elementary incorporates a well-developed Multi-tiered Systems of Support (MTSS) program and targeted time for English Language Development (ELD) instruction. Our MTSS program is called MAGIC (Meeting Academic Goals In Curriculum) time, and provides intervention and enrichment for all students in English Language Arts. Every student receives small group instruction at their level with curricular focuses in phonics skills, fluency, comprehension, text analysis, and research and inquiry. Additional credentialed teachers are provided during each grade level's MAGIC time, to allow for significantly reduced class size. Our classroom and additional support teachers work together to provide explicit instruction in each group's target area. This year, we provided an additional support teacher to further reduce group numbers. We hope this will result in a continued increase in academic achievement for all of our students, including English learners (EL), students with disabilities (SWD), and socio-economically disadvantaged students (SED). Our targeted time for English Language Development occurs during our eBlock (enrichment block) time. During this time, English learners (EL) receive targeted instruction in English language development. This year, all EL students are receiving the pilot ELD curriculum, which pairs with the ELA (English Language Arts) curriculum and will hopefully increase relevance and engagement. Additional enrichment options are available to students during eBlock including targeted options for our GATE (Gifted and Talented) students including school newspaper, stocks, videography, entrepreneurial skills, and science.

Westlake Elementary has been very intentional in efforts to provide a more inclusive environment and community for all students including students with disabilities (SWD) and socio-economically disadvantaged (SED) students. Activities to foster this inclusive climate have been planned throughout the year including Start with Hello week, Anti-bullying month, Inclusive Schools week, Kindness month, along with our school motto, "Be The Nice Kid," being reinforced on a weekly basis. This year, we implemented a new student leadership opportunity for our 4th and 5th grade students called WOW (Welcoming Our Wizards), of which SWD and SED are represented. WOW's mission is to create an educational environment where students are empowered to foster an inclusive environment and are equipped to reach out to other students on campus to ensure that everyone feels safe and included. WOW leaders visit classrooms monthly, provide recess activities for students, are buddies for new students, and act as a cadre to identify bullying behavior and help to stop it. To promote inclusivity and access within the classroom, Universal Design for Learning (UDL) is a school focus. Teachers are receiving professional development in UDL throughout the school year. This focus will continue to enhance the inclusion efforts of our staff and our efficacy in providing all students access to the curriculum. Additional enrichment opportunities are available through our extensive specialist schedule. Westlake Elementary students receive music instruction (all grades), ballroom dance (grade 1 and 4), technology instruction (all grades), and Art Masters (grades 1-5). Students also have the opportunity to participate in the band and strings program during the school day and our chorus program after school. Westlake Elementary's Makerspace room is a space for students to grow in creativity, collaboration, and problem solving through STEAM technologies including robotics, crafting, coding, video and movie making technology, 3D printing, and engineering. iPads and Chromebooks are available to all students with one-to-one implementation in 2nd

through 5th grade. Additional student leadership opportunities include: Student Council- an active student body that has monthly activities and promotes school spirit, WOW (Welcoming Our Wizards) team- focusing on inclusivity and belonging, and our student Tech Team- leading all technology aspects of the school including videoing and reporting of school events, running the sound and light boards for school plays and musicals, and assisting with technology needs.

Our dedicated and active parent community supports our school in every way from supplemental and instructional supports to events and activities. Many of our events are designed to engage families and create a more cohesive home and school connection. Some of our events include: Back-To-School orientation, parent coffees, restaurant nights, movie nights, Bingo Night, Math Night, Science Night, storytelling, talent show, and the American Fair. Our PFA also provides assemblies which this year included guest speakers for anti-bullying strategies and ability awareness/inclusivity. Westlake Elementary recognizes the uniqueness of each child and is committed to providing a well-rounded educational program.

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

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 140                |
| Grade 1                 | 87                 |
| Grade 2                 | 81                 |
| Grade 3                 | 91                 |
| Grade 4                 | 99                 |
| Grade 5                 | 82                 |
| <b>Total Enrollment</b> | <b>580</b>         |

### Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.4                         |
| Asian                               | 8.1                         |
| Filipino                            | 1                           |
| Hispanic or Latino                  | 12.6                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 70.7                        |
| Two or More Races                   | 5.9                         |
| Socioeconomically Disadvantaged     | 11.7                        |
| English Learners                    | 6.6                         |
| Students with Disabilities          | 5.7                         |
| Foster Youth                        | 0.3                         |
| Homeless                            | 0.5                         |

## 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   | 28             | 29             | 28             | 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.

| <b>Grade(s)</b>               | <b>Subject / Title</b>  | <b>Published</b>            |
|-------------------------------|---|-----------------------------|
| <b>Mathematics</b>            |   |                             |
| 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       |
| <b>History/Social Science</b> |   |                             |
| 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   |                             |
| <b>Science</b>                |   |                             |
| K-5                           | FOSS NGSS Units   | Delta Education             |
| <b>Health</b>                 |   |                             |
| K-3                           | Health Wave   |                             |

|  |  |                                |
|--|--|--------------------------------|
| 4/5  | Healthy You  |                                |
| <b>Visual and Performing Arts</b>  |  |                                |
| Music  | Share the Music  | McGraw Hill                    |
| Art  | Portfolio: A State of the Art  | Barrett Kendall                |
| <b>English/Language Arts</b>   |  |                                |
| 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   |                                |
| <b>Elementary Core Literature Selections School Board Approved July 13, 2004</b> |  |                                |
| 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 THESE TWO TITLES |
| 1  | The Town Mouse and the Country Mouse by Lorinda Cauley                       |                                |
| 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 Westlake 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. Westlake Elementary was opened in 1971. Sited on 9.06 acres of land, the school has 28 classrooms, a multipurpose room, a library, and an administration building. The campus underwent modernization in 2005, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Westlake is 600 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  |
|---|--------|--|
| <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                       | Poor   | 8: Needs some paint on exterior wood trim. |

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |
| <b>Overall Rating</b>   | Good   |   |

## 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) | 72             | 79             | 63               | 66               | 50            | 50            |
| Mathematics (grades 3-8 and 11)                    | 71             | 74             | 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                     | 277              | 273           | 98.56          | 1.44               | 78.75                   |
| Male                             | 140              | 138           | 98.57          | 1.43               | 78.26                   |
| Female                           | 137              | 135           | 98.54          | 1.46               | 79.26                   |
| Black or African American        | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native |                  |               |                |                    |                         |



| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian   | 22               | 22            | 100.00         | 0.00               | 81.82                   |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 35               | 35            | 100.00         | 0.00               | 60.00                   |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   | 195              | 191           | 97.95          | 2.05               | 82.20                   |
| Two or More Races                             | 20               | 20            | 100.00         | 0.00               | 70.00                   |
| Socioeconomically Disadvantaged               | 34               | 34            | 100.00         | 0.00               | 61.76                   |
| English Learners                              | 19               | 18            | 94.74          | 5.26               | 66.67                   |
| Students with Disabilities                    | 20               | 20            | 100.00         | 0.00               | 40.00                   |
| 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                        | 277              | 272           | 98.19          | 1.81               | 74.26                   |
| Male                                | 140              | 137           | 97.86          | 2.14               | 81.02                   |
| Female                              | 137              | 135           | 98.54          | 1.46               | 67.41                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    |                  |               |                |                    |                         |
| Asian                               | 22               | 22            | 100.00         | 0.00               | 90.91                   |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 35               | 35            | 100.00         | 0.00               | 62.86                   |
| Native Hawaiian or Pacific Islander |                  |               |                |                    |                         |
| White                               | 195              | 190           | 97.44          | 2.56               | 74.21                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | 20               | 20            | 100.00         | 0.00               | 70.00                   |
| Socioeconomically Disadvantaged               | 34               | 34            | 100.00         | 0.00               | 55.88                   |
| English Learners                              | 19               | 18            | 94.74          | 5.26               | 66.67                   |
| Students with Disabilities                    | 20               | 20            | 100.00         | 0.00               | 40.00                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| 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           | 16.5   | 25.3   | 54.4  |

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)

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Westlake Elementary has an active Parent Faculty Association (PFA), School Site Council (SSC), Gate Committee, and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Westlake Elementary's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), Gate Committee, and our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Faculty Association (PFA). Parents are also encouraged to volunteer at school and attend any of our events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Westlake Elementary's parent DAC and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication. The school leadership team (LCAP) team meet regularly to identify and address student needs and necessary supports for teachers for delivering quality instruction for all students, as well as Tier 2 supports for students in targeted populations (EL, SPED and SED). Our focus this year is on UDL strategies in the classroom.

To volunteer, please contact Megan Triplett, the Principal, at (805) 374-2150. Mrs. Blythe Williams and Mrs. Angela Foll are our PFA Co-Presidents and can be reached via our school phone line. Our School Site Council Chairperson is Mrs. Ashley Stapleton and she can be contacted via our school phone line, as well.

We hope you will join us as we work together to prepare our students to be successful in a global marketplace and give them the opportunities to lead a successful life.

### 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<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 0.5               | 0.0               | 0.7               | 1.8                 | 2.3                 | 1.6                 | 3.6              | 3.5              | 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 2019-20)

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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*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| K           | 21                 |                            | 5                           |                           | 21                 |                            | 5                           |                           | 23                 | 3                          | 3                           | 1                         |
| 1           | 23                 |                            | 4                           |                           | 21                 |                            | 4                           |                           | 22                 |                            | 3                           |                           |
| 2           | 19                 | 3                          | 1                           |                           | 23                 |                            | 4                           |                           | 20                 | 2                          | 2                           |                           |
| 3           | 21                 | 1                          | 3                           |                           | 23                 |                            | 4                           |                           | 23                 |                            | 4                           |                           |
| 4           | 31                 |                            | 3                           |                           | 27                 |                            | 3                           |                           | 33                 |                            |                             | 3                         |
| 5           | 30                 |                            | 3                           |                           | 32                 |                            | 1                           | 2                         | 27                 |                            | 3                           |                           |
| 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*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               | 0.6                                  |
| Psychologist  | 0.6                                  |
| Social Worker   | 0.7                                  |

| Title                              | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Nurse                              | 0.2                               |
| Speech/Language/Hearing Specialist | 0.7                               |
| Resource Specialist (non-teaching) | 2.6                               |
| Other                              | 9                                 |

\*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                                   | \$6951                       | \$544                               | \$6407                                | \$76,587               |
| District                                      | N/A                          | N/A                                 | \$6268                                | \$83,936               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 2.2                                   | -9.2                   |
| State   | N/A                          | N/A                                 | \$7507                                | \$82,031               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -15.8                                 | -6.9                   |

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, 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).

### 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                                    |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Elementary)         | \$116,639       | \$126,896                                    |
| 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       |

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.