

# Glenwood 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>	Glenwood Elementary School
<b>Street</b>	1135 Windsor Dr.
<b>City, State, Zip</b>	Thousand Oaks, CA 91360-5228
<b>Phone Number</b>	(805) 495-2118
<b>Principal</b>	Vivian Vina-Hunt
<b>E-mail Address</b>	<a href="mailto:vvina@conejousd.org">vvina@conejousd.org</a>
<b>Web Site</b>	<a href="http://www.conejousd.org/glenwood">www.conejousd.org/glenwood</a>
<b>CDS Code</b>	56 73759 6055941

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

Glenwood Elementary School's educational setting encourages students to reach their full potential academically, socially, physically, and emotionally.

- Glenwood students experience the excitement of learning in an environment that promotes not only basic skills, but also critical thinking skills, problem-solving skills, and the ability to access information.
- Glenwood students work toward acquiring the learning skills of communication, collaboration, critical thinking, and creativity in the context of "lifelong" learning with interactive technology and media.
- Glenwood provides a safe and orderly school climate promoting positive self-esteem, responsibility, citizenship, and achieving one's personal best.
- Glenwood honors, recognizes, and respects the cultural diversity on campus by celebrating the uniqueness of each individual student and staff member; all keys to a stronger learning community.
- Glenwood students and staff explore the blocks of John Wooden's Pyramid of Success and are reminded daily "The Choice for Success is Always Yours".
- Glenwood students, staff, and parents support the school motto, "Keep Your Eyes on Excellence and Take Pride in Your School, Your Work and Your Name" in and out of the classroom.

### SCHOOL DESCRIPTION

Glenwood Elementary School is one of seventeen elementary schools in the Conejo Valley Unified School District. Opening doors in 1963, Glenwood's community is rich with cultural, linguistic, and socioeconomic diversity. Goals are reflected in the Single Plan for Student Achievement and demonstrate support for all students in reading, writing, math, and communication skills. Student data is gathered and monitored regularly in scheduled data team meetings as teachers meet to designate enrichment and intervention groups in the areas of Language Arts and Math throughout the school year. The staff uses data from trimester progress reports, report cards, grade level and trimester Benchmark assessments, and classroom assessments to monitor student progress and plan interventions and instruction. Glenwood's E-Block provides English Language Learners with daily instructional time for the development of English skills with district-adopted curriculum. Students have a 30 minute dedicated time period four days a week using credentialed academic specialists for focused instruction in language arts and math called Target Time. Target Time allows credentialed staff to develop small group targeted instruction to focus on targeted skills. Four Target Time sessions during the year strategically place students into groups for targeted instruction for Language Arts and/or math. Glenwood hosts an after school program with the ASES Grant with STAR Inc. that serves over 100 students each school day providing tutorial, homework, and supplemental activities in the fine arts and science until 6:00 p.m. A local community church provides free weekly tutoring services for the students on their site two days a week for students in grades 1-3. After the Winter Holidays, after school enrichment classes are offered for various topics such as sewing, fun with food, and soccer where students apply math skills for measuring, patterns and problem solving.

Starting in the fall of 2018, Glenwood implemented a new Global Studies focus school wide called "Spotlight on OUR World." Throughout the year, time is dedicated each Monday for teachers and students to explore our world. There are seven sessions during the year. Each session has a dedicated continent to study. During this time, each grade level has selected a region our country in the Continent as the grade level focus. Students explore this country/region over a three-week period with a focus on literature, art and other topics. Students earn stickers for their passport and upon leaving the 5th grade, they will have explored over 42 locations. In addition, students receive weekly instruction in Spanish, French, Chinese and American Sign Language; we teach all the students common words such as please, thank you, family, etc.

We are fortunate to be able to support our students with a part time bilingual counselor, part-time Social Worker, and a part-time bilingual Parent Outreach Coordinator position. They work to support our students and coordinate our parent education meetings. They bring resources to assist any at-risk families and guide them to the many community resources available. In addition, we are grateful for the support of four bilingual paraprofessionals who work on our campus daily providing translation services and support in classrooms.

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

Grade Level	Number of Students
Kindergarten	59
Grade 1	42
Grade 2	49
Grade 3	67
Grade 4	48
Grade 5	52
<b>Total Enrollment</b>	<b>317</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	3.2
Filipino	0.0
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.0
White	11.4
Socioeconomically Disadvantaged	78.2
English Learners	61.8
Students with Disabilities	14.8
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
With Full Credential	19	20	18	873
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	37

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 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  Grades 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 2 full-time custodians at Glenwood 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. Glenwood Elementary was opened in 1963. Sited on 10.01 acres of land, the school had 27 classrooms, a multipurpose room, a library, and an administration building until 2010 when the site was expanded and the campus divided to accommodate Bridges, a new Charter school. The campus underwent modernization in 2000, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Glenwood is 510 students. The District Site Inspection Team assessed the school on December 27, 2018

**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>		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	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	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: December 2018	
Overall Rating	Exemplary
	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in 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)	34.0	39.0	67.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	27.0	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	167	166	99.40	39.16
Male	86	86	100.00	37.21
Female	81	80	98.77	41.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	143	143	100.00	34.27
White	19	18	94.74	72.22
Socioeconomically Disadvantaged	141	140	99.29	37.14
English Learners	126	126	100.00	37.30
Students with Disabilities	20	20	100.00	15.00

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	167	164	98.2	27.44
Male	86	84	97.67	33.33
Female	81	80	98.77	21.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	143	142	99.3	21.13
White	19	17	89.47	64.71
Socioeconomically Disadvantaged	141	139	98.58	25.18
English Learners	126	126	100	23.81
Students with Disabilities	20	19	95	10.53

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	27.5	5.0	

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.

## 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)

#### OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Glenwood Elementary School has a hardworking parent community who are constricted at times by work schedules but support the school in whatever capacity they are able. Glenwood's Parent Teacher Association (PTA) continues to work on increasing parent involvement at the meetings. Parents involved in the PTA are English only, Spanish only, and bilingual parents who join with the common goal of providing experiences for and supporting the students of Glenwood. Dedicated and hard working parents always show up to work and support school-wide events like the fall Monster Mash, the annual Holiday Pancake Breakfast, and the Spring Jog-A-Thon. Proud parents take pictures of their students as they perform at the band and choir concerts during the year.

Glenwood Elementary has both a School Site Council (SSC) and an English Learner Advisory Committee (ELAC) composed of parents, teachers, and staff. The Site Council, assisted by the English Learner Advisory Committee, develops an annual School Plan for Student Achievement and a budget to support implementation of the goals outlined in the school plan. Parent classes on a variety of topics are held throughout the year. Adult English Languages classes, parenting classes, and nutrition classes are provided at no cost to interested parents. These classes include free childcare.

We encourage you to visit Glenwood Elementary and see why this is such a special place to grow and learn! Contact Glenwood's Principal, Vivian Vina, at (805) 495-2118.

### 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
Suspensions	0.0	1.7	1.8	2.5	1.8	2.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 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.

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.

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).

## 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+
<b>K</b>	15	5			18	4			16	4		
<b>1</b>	21		3		19	2			20	2		
<b>2</b>	22		2		19	3			18	2		
<b>3</b>	21	1	2		15	4			19	4		
<b>4</b>	28		2		18	1	2		16	1	2	
<b>5</b>	27		2		28		2		18	1	2	
<b>Other</b>	4	1										

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	0.3	
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	0.4	N/A
Social Worker	0.2	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.4	N/A
Other	7.9	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	\$8,620	\$2,085	\$6,535	\$64,822
District	N/A	N/A	\$5,971	\$80,176
Percent Difference: School Site and District	N/A	N/A	9.0	-21.2
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-8.6	-20.5

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