

Sycamore Canyon 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)

School Contact Information	
School Name	Sycamore Canyon School
Street	4601 Via Rio
City, State, Zip	Newbury Park, CA 91320
Phone Number	(805) 498-1573
Principal	Douglas Hedin
E-mail Address	dhedin@conejousd.org
Web Site	http://www.conejousd.org/sycamorecanyon
CDS Code	56 73759 6118582

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

Sycamore Canyon fosters a safe, collaborative, and innovative K-8 learning community that enables its students to strive for excellence in academics, citizenship, creative expression, and physical fitness.

SCHOOL DESCRIPTION

Sycamore Canyon School supports the District's mission by providing a comprehensive and rigorous, yet balanced educational program with an on-going support system that enables all students to grow academically and socially in a setting that fosters mutual respect and good citizenship. We celebrate learning, literacy, and community outreach.

Our vision for Sycamore Canyon School is to continually strive for success of every student. We will continue as a California Distinguished School - designated in 2008, 2013, & 2018 and four-time California Honor School as a premier provider of a quality inclusive education that meets the needs of all students, K-8. In partnership with families and the community, Sycamore Canyon School provides a safe and engaging environment that cultivates the fundamental skills of thinking, learning, problem solving, and communication. We provide a comprehensive, rigorous, yet balanced and fun educational program that enables all students to grow academically and socially and develop into lifelong learners with unlimited potential.

Our Vision Through Core Values

Sycamore Canyon will continually strive to fulfill this vision by:

- Maximizing each student's potential through the sharing of best practices, providing engaging and dynamic learning activities, and consistently choosing to do what is in the best interest of each student
- Promoting students' belief in themselves, stretching them beyond the curriculum through differentiated teaching and learning, and fostering developmentally appropriate critical thinking skills
- Encouraging students in their development of honesty, courage, humility, justice, compassion, leadership, service, and a respect for others as we contribute to our school community and beyond
- Inviting parents as partners in the educational process through meaningful and timely communication, useful opportunities to volunteer, and a valuable voice in their child's development and learning
- Fostering participation in a wide range of purposeful classroom and extracurricular activities designed to encourage, challenge, and enrich the lives of all students
- Continuing to build a safe and inclusive environment where staff encourages a balanced life, responsible choices, and overall wellness

Our Vision Through Student Goals

What will I learn at Sycamore Canyon?

- Academic Excellence: I will demonstrate proficiency and confidence that I have knowledge, critical thinking, and study skills necessary for my education today and tomorrow.
- Citizenship: I will demonstrate an ability to express compassion and show respect for others, including myself, while in the classroom, elsewhere on campus, or within our community, and to offer my time, abilities, and service

along the way.

- Communication: I will demonstrate an ability to communicate effectively by reading, writing, listening, and speaking critically and reflectively.

- Research and Technology: I will demonstrate proficiency with the use of technology to conduct research, enhance learning, teach others, and creatively solve problems.
- Wellness: I will demonstrate an ability to make positive choices with my time and interactions with others to live a healthy, physically fit, and balanced life.

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	97
Grade 2	119
Grade 3	126
Grade 4	135
Grade 5	126
Grade 6	173
Grade 7	176
Grade 8	169
Total Enrollment	1,204

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	21.8
Filipino	1.2
Hispanic or Latino	5.5
Native Hawaiian or Pacific Islander	0.1
White	63.0
Socioeconomically Disadvantaged	2.2
English Learners	3.1
Students with Disabilities	5.1
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	55	55	52	873
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	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
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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, 2003 Edition</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Grade 6: Pearson, myPerspectives 2017 Core Literature: The Adventures of Ulysses by Bernard Evslin or Tuck Everlasting by Natalie Babbitt or Wonder by R.J. Palacio and one of the following: The Adventures of Ulysses by Bernard Evslin; The Golden Goblet by Eloise McGraw; Maroo of the Winter Caves by Ann Turnbull; Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien; The Phantom Tollbooth by Norton Juster; Tuck Everlasting by Natalie Babbitt; The Lightning Thief by Rick Riordan; Wonder by R.J. Palacio; Dar and the Spear Thrower by Marjorie Cowley</p> <p>Grade 7: Pearson, myPerspectives 2017 Core Literature: Catherine, Called Birdy by Karen Cushman or Christmas Carol by Charles Dickens or Giver by Lois Lowry and one of the following: Crispin by Avi; Catherine, Called Birdy by Karen Cushman; Christmas Carol by Charles Dickens; Giver by Lois Lowry; Mango Shaped Space by Wendy Mass; The King's Shadow by Elizabeth Alder; Midwife's Apprentice by Karen Cushman; Where the Red Fern Grows by Wilson Rawls; Martian Chronicles by Ray Bradbury; Proud Taste for Scarlet and Miniver by Elaine Konigsburg; The Hobbit by J.R.R. Tolkien</p> <p>Grade 8: Pearson, myPerspectives 2017 Core Literature: Animal Farm by George Orwell or Night by Elie Wiesel or Outsiders by S.E. Hinton and one of the following: Adventures of Tom Sawyer by Mark Twain; Alchemist by Paulo Coelho; Animal Farm by George Orwell; Book Thief by Markus Zusak; Boy in Striped Pajamas by John Boyne; Boy Who Harnessed the Wind by Kamkwamba and Mealer; Farwell to Manzanar by Jeanne Wakatsuki Houston; Glory Field by Walter Dean Myers; House of Scorpion by Nancy Farmer; Johnny Tremain by Esther Forbes; Night by Elie Wiesel; Outsiders by S.E. Hinton; Pearl by John Steinbeck</p> <p>Grades 6-8 Language Intervention: Pearson iLit and Houghton Mifflin English 3D (2012); National Geographic Learning Inside Levels A-D (2008)</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Kindergarten: Houghton -Mifflin; Go Math! California Student Resource Package (Multi-Volume) Grades 1-5: Houghton -Mifflin; Go Math! California Student Resource Package Grade 6: 6CP: Houghton Mifflin: Big Ideas Math Course 1 (2016) 6H: Houghton Mifflin: Big Ideas Math Advanced 1 (2016) Grade 7: 7CP: Houghton Mifflin: Big Ideas Math Course 2 (2016) 7H: Houghton Mifflin: Big Ideas Math Advanced 2 (2016) Grade 8: 8CP: Houghton Mifflin: Big Ideas Math Course 3 (2016) Algebra 1CP: Houghton Mifflin: Big Ideas Algebra 1 (2017) Algebra 1H: Houghton Mifflin: Big Ideas Algebra 1 (high school text) (2016) Geometry: McDougal Littell: Geometry (2008) 2014 Adoption, 2016 Local Adoption. 2008, 2009, 2015 Edition	Yes	0
Science	Kindergarten - 5: Delta Education - FOSS Science Kits Grade 6: Pearson/Prentice Hall: Focus on Earth Science, CA Edition (2007) Grade 7: Pearson/Prentice Hall: Focus on Life Science CA Edition (2007) Grade 8: Pearson/Prentice Hall: Focus on Physical Science CA Edition, Physical Science: Concepts in Action with Earth and Science (2007) 2006 State Adoption , 2007 Local Adoption, 2007 Edition	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Kindergarten - 5 Pearson/Scott Foresman: History/Social Science for California (2006) We The People: Civic Education 2005 State Adoption, 2006 Local Adoption Grade 6: Glencoe Publishing Co.: World History, Discovering Our Past: Ancient Civilizations CA Social Studies (2006) Grade 7: Glencoe Publishing Co.: World History, Discovering our Past: Medieval and Early Modern Times – California Edition (2006) Grade 8: Glencoe Publishing Co.: United States History, Discovering Our Past: American Journey to World War 1 (2006): Center for Civic Education: We the People, the Citizen and Constitution 7th edition (2006)	Yes	0
Foreign Language	Holt, Rinehart and Winston: Spanish: Expresate!: Spanish 1 (2012)	Yes	0
Health	Grades K-3: Health Wave Grades 4-5: Healthy You!	Yes	0
Visual and Performing Arts	Grade 6: Glencoe/McGraw-Hill - Introducing Art (1999)	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 4.5 full-time custodians at Sycamore Canyon School 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. Sycamore Canyon School was opened in 2002. It serves students from Kindergarten through 8th Grade. Sited on 14.5 acres of land, the school has 40 classrooms, a multipurpose room, a gymnasium, a library, and an administration building. A new food service pavilion was added in 2009 to serve the middle school portion of the campus. The current capacity at Sycamore Canyon School is 1210 students. The District Site Inspection Team assessed the school on 12/27/18.

School Facility Good Repair Status (Most Recent Year)

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

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

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

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in 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)	74.0	75.0	67.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	79.0	80.0	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	912	900	98.68	75.22
Male	467	462	98.93	69.70
Female	445	438	98.43	81.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	204	203	99.51	86.70
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.00	55.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	576	568	98.61	72.54
Two or More Races	63	60	95.24	81.67
Socioeconomically Disadvantaged	25	25	100.00	60.00
English Learners	59	58	98.31	67.24
Students with Disabilities	47	45	95.74	17.78

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	912	900	98.68	80.11
Male	467	461	98.72	80.04
Female	445	439	98.65	80.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	204	203	99.51	94.09
Filipino	--	--	--	--
Hispanic or Latino	49	49	100	65.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	576	568	98.61	75.88
Two or More Races	63	60	95.24	83.33
Socioeconomically Disadvantaged	25	25	100	76
English Learners	59	58	98.31	86.21
Students with Disabilities	47	46	97.87	23.91

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	22.1	42.6	11.5
7	20.0	27.1	34.1

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)

Parents are a critical part of our successful school system at Sycamore Canyon and are involved both in the classroom and in school-wide decisions. Opportunities for parent involvement at Sycamore Canyon include: volunteers in K-5 classrooms, elected members of School Site Council (SSC), and participation and membership in the school-wide Parent Teacher Student Association (PTSA). Parent representatives also participate at the district level on committees including the District Advisory Council (DAC), as well as the Gifted and Talented District Advisory Council (GATE DAC), and District English Language Learners Advisory Council (DELAC), and Special Education District Advisory Council (SEDAC). Parents who serve on district councils also participate at the monthly school site council meetings, making an impact at both the site and district levels. The school site encourages involvement of all stakeholders and communicates opportunities through class announcements, visual aides on campus, and the school's electronic communication system.

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	0.5	0.5	0.3	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+
K	24	3		1	23		4		21	2	2	
1	20	2	3		21		5		19	5		
2	21	1	5		20	5	1		24		5	
3	20	4	2		22		6		21	1	5	
4	33		1	4	31		4		34			4
5	31		5	1	34			5	32		3	1
6	21	16	19	2	24	10	18	5	23	16	7	9

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

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.3	N/A
Psychologist	1.4	N/A
Social Worker		N/A
Nurse	0.9	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.1	N/A
Other	16.6	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	\$6,350	\$496	\$5,854	\$76,144
District	N/A	N/A	\$5,971	\$80,176
Percent Difference: School Site and District	N/A	N/A	-2.0	-5.2
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-19.6	-4.5

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.