

Maple Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Maple Elementary School
Street	3501 Kimber Dr.
City, State, Zip	Newbury Park, CA 91320-4399
Phone Number	(805) 498-6748
Principal	Patty Lewis
Email Address	plewis@conejousd.org
Website	www.conejousd.org/maple
County-District-School (CDS) Code	56 73759 6055909

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

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

MISSION STATEMENT

Maple Elementary School offers an inclusive environment that promotes kindness, acceptance, and inclusion of all students ,parents, and staff.

SCHOOL DESCRIPTION

Maple Elementary School opened its doors in 1970 and is home to about 300 students and over 50 staff members. Maple has been an integral part of the community and is located on a large, beautiful, split-level site in an established residential area. Surrounded by a neighborhood constituted of families and local businesses, Maple Elementary School is a neighborhood school with strong community roots. The philosophy that drives our decisions regarding instruction is summarized in our Mission Statement: Maple Elementary School is dedicated to creating socially conscious student leaders and independent students, supported by our school community, in an inclusive school environment, where every student demonstrates kindness, acceptance, and inclusion. During the summer of 2019, ten classrooms were relocated to promote increased collaboration among our students and teachers receiving services in both specialized academic instruction and general education classrooms. This was a shift from the previous location of all SAI classrooms in one location. Our 2019-2020 School year launched with every student having a seat in the general education classroom and with access to grade level peers through intentional planning by both the SAI and GE teacher. We are dedicated to promoting a least restricted environment for each of our students at Maple.

In alignment of our CVUSD LCAP Goal #1 (Implement targeted actions and services that support positive student outcomes), we are focused on increasing English Language Arts, Math, and Science achievement by implementing high quality Tier One instruction for all students(including GATE, EL, SED, SWD, and Foster Youth), using the district-adopted resources. Students in third through fifth grade have opportunities to support differentiated reading comprehension practice through Achieve 3000, an online software. Achieve 3000 also provides students with enrichment opportunities, and will adjust based on student performance and teacher feedback. Students in Kindergarten and Third Grade are learning how to be empower students to monitor their own learning, through the teachers' exploration of Impact Teams. Language support is provided for our English Learners on a daily basis, through Newcomer Instruction, Carousel, and Rosetta Stone, in addition to instruction from each classroom teacher using visuals, and high leverage language strategies. Intervention opportunities at Maple include reading and math intervention consistent with district framework, for students whose EASY CBM and benchmark data has shown that they are at risk in those areas. This instruction is delivered by certificated teachers. Students have access to online resources to support skills maintenance and intervention using Raz Kids. Enrichment opportunities at Maple include enrichment classes in our S.T.E.A.M. Lab that all students access, promoting students engagement in the arts and sciences. We shifted from a science lab to a Maker Space, and now have combined the Maker Space with a focus on Science, Technology, Engineering, the Arts, Mathematics, and Innovation. Our goal is to inspire our students to take risks, create, innovate, explore the impossible, in a risk free, collaborative environment. An Innovation Grant that was awarded to Maple in Spring, 2019, affording us the opportunity to purchase a class set of Google Expedition Goggles, and engineering and coding experiences for our students. All instruction is delivered by a certificated teacher. Other enrichment opportunities for students(including GATE, EL, SED, SWD, and Homeless/Foster Youth) throughout the year include Earth Day, Chalk Art Day, Recycling Education by parent experts, GATE activities during lunch accessible to all students, after school GATE field trips, library access during recess, Shakespeare Play, Computer, Art, Music, Dance, PE Instruction, classroom plays, and visits from our local fire and police department.

In alignment of our C.V.U.S.D. LCAP Goal #2 (Ensure staff is provided with targeted professional development and has an understanding that all job responsibilities are structured to support positive student outcomes), all of our staff is committed to engaging in professional development focused on Universal Design for Learning, data analysis, collaboration planning between SAI and GE teachers, Sanford Harmony (SEL), and the school-wide use of See Saw, for students to monitor their learning, and a tool for teachers to communicate learning during the day with parents. All teachers also participated and are committed to implementing "Let Yourself Grow", a replacement for homework every Monday night, where students(including GATE, EL, SED, SWD, and Homeless/Foster Youth) are encouraged to learn something new, with the guidance of their parents. Each week, students(including GATE, EL, SED, SWD, and Homeless/Foster Youth) have opportunities to journal about what they are learning to do. This is a risk-free, non graded experience. Our goal is to empower students to create "Let Grow Moments" as often as they are motivated, and in ways that motivate them. Teachers in K and 1 are participating in a District English Learner Training throughout the year. Teachers in K and 3 are participating in District Impact Team training this year, to promote student ownership and monitoring of learning. Teachers in 3-5 are being trained in the use and implementation of Achieve 3000 with their students. Two of our SAI teachers will participate in a UCLA professional Training on Classroom Pivotal Response Teaching. In addition, optional technology training will be offered for the use of Promethean Boards, to support the six new boards purchased through Measure I funds.

In alignment with our C.V.U.S.D. LCAP Goal #3 (Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes), our Maple Parent Faculty Association is very active and committed to providing our families with opportunities to engage in positive, collaborative experiences with students, parents, and families at Maple. The year kicked off with a Cookies and Classrooms the night before school started, a picnic and movie night, and our first school fundraiser. Other monthly activities, such as Trunk or Treat, our Fall Maple, Stampede Jog-a-thon, Craft Fair, Movie nights, a School Dance, Bingo Night, Book Fair Night, and More. Our Maple PFA works closely with other committee leaders and the principal to publish a unified weekly Sunday evening newsletter, filled with information from P.F.A., school committees, and the school, as well as to collaborate on a parent handbook published for all families. All communication sent home is translated into Spanish, and our weekly newsletter can be translated in many different languages. We have an active group of volunteers who support these events, as well as support in our classrooms. We love our Maple volunteers!

In alignment with our C.V.U.S.D. LCAP Goal #4 (Enhance the social, emotional and physical well being for all students, through targeted action that support positive student outcome), our theme at Maple continues to promote a feeling that "ALL are WELCOME HERE", that "WE are so glad YOU are Here", and one of Kindness, Acceptance, and inclusion. Our vehicle for this is through the lens that we are all superheroes and have the Power to Choose (P2C) good choices that promote kindness, acceptance and inclusion. Superhero clothes are often seen worn by staff and students on Wednesdays, Shirts that promote inclusion and autism acceptance are worn on Tuesdays and Thursdays, and Maple Mustang school spirit shirts are worn by all on Fridays! Leadership opportunities such as Mustang Mentors promotes student leadership of younger peers, and peer mentoring, where every student in the school has a buddy to collaborate with throughout the year, in structured experiences designed by our SAI and GE teacher partners. Social Emotional Education and skills are important for us at Maple. We understand the importance of teaching students the skills they need to successfully navigate peer relationships. Students participate in monthly assemblies led by Katie Berry, focused on social emotional themes, such as Sandy Hooks, Say Hello. In collaboration with our counselor and principal, Maple hosted our first Fall painting Night, as an activity on Let Yourself Grown Night, to promote a love of the Arts in a shared experience with parents. In collaboration with SEDAC (our Special Education District Advisory Committee, and Katie Berry, the Pacer Center led students in "Bully Education", as well as taught preventative skills that promote kindness, acceptance and inclusion, in a Unity Day Assembly and rock painting project. Not only did we create a Unity Tree for our rocks to surround, students will participate in experiences education around Disabilities Awareness and Autism Awareness. With the installation of two new inclusive playground on our site, our students are able to successfully engage in a variety of sensory opportunities that promote collaboration and exploration, thanks to Measure I funds.

Maple Elementary has been identified as a School-wide Title One school this year, We believe that the school-side model will support ALL students (including GATE, EL, SED, SWD, and Homeless/Foster youth) in achieving to their greatest ability, through focused goals and actions. The Leadership Team at Maple used the researched-based SWIFT(Swift Fidelity Integrity assessment-SWIFT-FIA): Assessment Tool to identify the next steps/ focused action steps, in order to support School-wide growth on our SPSA goals. The following goals were identified using the SWIFT(Swift Fidelity Integrity assessment(SWIFT-FIA):

From the time students are greeted at our gates each morning, to the time they leave our school, we want our Maple students to know that this is a learning place and that they are all part of our Maple Mustang family, where their job is to do their best, work hard, stick with it, and show kindness, acceptance, and include others. As we end our weekly Student Council announcements, students recite our Maple Pledge: "I pledge to myself to be my best, to do this every moment I can. If I make a mistake, I forgive myself, and move on. I am neat kind and a hard worker. I am lovable, capable, and proud to be me. I am a Maple Mustang, and I model the way to succeed." In the spirit of inclusion, we added, " A rainbow of friends is a dream that we share, where everyone's treated with kindness and care." We are proud to be Maple Mustangs!

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	51
Grade 2	40
Grade 3	39
Grade 4	58
Grade 5	49
Total Enrollment	281

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.1
Asian	4.3
Hispanic or Latino	32.4
White	56.2
Two or More Races	5
Socioeconomically Disadvantaged	36.7
English Learners	24.9
Students with Disabilities	18.1
Homeless	1.1

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	19	20	20	850
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: January 2020

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

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

Grade(s)	Subject / Title	Published
Mathematics		
T K	enVision Math Student Reteach and Practice Workbook	Pearson 2016
K - 5	Go Math! California Student Multi-Volumes and Resource Packages	Houghton Mifflin 2015
History/Social Science		
K	How Have Things Changed?	Pearson/Scott Foresman 2006
	Who Are People In History?	
	What Is A Holiday?	
	How Can We Show Time?	
	What Happens At School?	
	How Can We Show A Neighborhood?	
	What Symbols Do You Know?	
	How Can You Find Things?	
	What Can We Learn From Stories?	
	Who Are Good Citizens?	
	Why Do We Follow Rules?	
1	How Do Goods Get To People?	
	How Do People Use Money?	
	How Do We Learn About Others?	
	Who Came Before Us?	
	How Are We Alike?	
	How Can We Learn About The Past?	
	What Was Life Like Long Ago?	
	How Has Travel Changed?	
	What Are Symbols Of America?	
	How Do We Honor Our Heroes?	
	How Do We Honor Our Country?	
	Where Do You Live?	
	How Can You Make A Map?	
	What Does A Model Show?	
	How Can We Use Maps/Globes?	
	How Do We Show Respect?	
	How Do We Make Rules?	
2	How Do We Learn Family History?	
	How is Life Different Today?	
	How Can We put Events In Order?	
	How Can We Locate Places?	
	What Does a Map Show?	
	Where Did My Family Come From?	
	How Do People Use Land?	
	What Do Governments Do?	
	How Do People Solve Problems?	
	How Do People Grow And Use Food?	
	Who Are Buyers/Sellers?	
	How Do People Use Resources?	
	How Do Heroes Make A Difference?	
3	Our Communities California Edition	
4	Our California	
5	Our Nation	
	We the People	
Science		
K-5	FOSS NGSS Units	Delta Education
Health		
K-3	Health Wave	

4/5	Healthy You	
Visual and Performing Arts		
Music	Share the Music	McGraw Hill
Art	Portfolio: A State of the Art	Barrett Kendall
English/Language Arts		
TK	Little Treasures	
K	Treasures Reading Practice and Student Activity Books	McGraw Hill 2008
1	Student Edition Books 1-6	
2/3	Student Edition Books 1 and 2	
4/5	Student Editions	
Elementary Core Literature Selections School Board Approved July 13, 2004		
K	The Little Engine that Could by Watty Piper	
K	Goldilocks and the Three Bears by Jan Brett	
K	The Little Red Hen by Paul Galdone	
K	The Very Hungry Caterpillar by Eric Carle	
K	The Three Billy Goats Gruff by Paul Galdone	
K/1	The Grouchy Ladybug by Eric Carle	
K/1	Stone Soup by Marcia Brown	
1	Ira Sleeps Over by Bernard Waber	
1	The Tale of Peter Rabbit by Beatrix Potter	CHOOSE ONE OF 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, 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 Maple 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. Maple Elementary was opened in 1970. Sited on 8.81 acres of land, the school has 22 classrooms, a multipurpose room, a library, and an administration building. The campus underwent modernization in 2004, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Maple is 380 students. The District Site Inspection Team assessed the school on 12/26/19.

School Facility Good Repair Status (Most Recent Year)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	9: Covered walkways need paint.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	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)	62	62	63	66	50	50
Mathematics (grades 3-8 and 11)	53	57	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	137	133	97.08	2.92	61.65
Male	80	78	97.50	2.50	60.26
Female	57	55	96.49	3.51	63.64
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	--	--	--	--	--
Filipino					
Hispanic or Latino	51	48	94.12	5.88	41.67
Native Hawaiian or Pacific Islander					
White	76	75	98.68	1.32	73.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	59	55	93.22	6.78	40.00
English Learners	46	43	93.48	6.52	32.56
Students with Disabilities	14	13	92.86	7.14	15.38
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	137	136	99.27	0.73	57.35
Male	80	80	100.00	0.00	58.75
Female	57	56	98.25	1.75	55.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	51	51	100.00	0.00	33.33
Native Hawaiian or Pacific Islander					
White	76	75	98.68	1.32	69.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	1.69	32.76
English Learners	46	46	100.00	0.00	28.26
Students with Disabilities	14	13	92.86	7.14	15.38
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	17.0	14.9	8.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Maple Elementary has an active Parent Faculty Association (PFA), School Site Council (SSC), 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 Maple'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), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Bilingual Facilitator, EL Teacher Facilitator, and Principal, community partnerships, and our Parent Teacher Association (PFA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Maple has an active Site SEDAC team, who is very involved in all aspects of Maple. Maple's parent DAC and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication. Our Maple School Site Council actively participated in two SPSA Planning days, in order to draft the goals for our school this year. Parents from most subgroups participated and the group not represented was communicated to, in order to provide feedback on the goals drafted. School Site Council will review the final draft of the SPSA at our meeting on November 20. All parents were notified of these meetings and encouraged to attend via the school weekly newsletter, that is published in many languages.

Contact Maple's Front Office Staff or PFA Co-Presidents Mrs. Sugden (Maple Parent) or Mrs. Palmer (Maple Parent) at (805) 498-6748.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.0	0.7	1.8	2.3	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

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

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	2	1		16	3			19	2		
1	23		2		22		1		22	1	1	
2	21	1	1		23		2		17	2		
3	21	1	2		23		3		18	2		
4					29		1		32		1	
5	30		3		23	1	2		25	1	1	1
Other**	9	3			17	1			13	2		

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

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

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

Title	Ratio
Academic Counselors*	

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

Student Support Services Staff (School Year 2018-19)

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

Title	Number of FTE* Assigned to School
Nurse	0.1
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	15
Other	8

*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	\$6974	\$190	\$6784	\$62,795
District	N/A	N/A	\$6268	\$83,936
Percent Difference - School Site and District	N/A	N/A	7.9	-28.8
State	N/A	N/A	\$7507	\$82,031
Percent Difference - School Site and State	N/A	N/A	-10.1	-26.6

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.