

Sycamore Canyon School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

| 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 | 56737596118582 |

| District Contact Information | |
|------------------------------|---------------------------------------|
| District Name | Conejo Valley Unified School District |
| Phone Number | (805) 497-9511 |
| Superintendent | Ann N. Bonitatibus, Ed.D. |
| E-mail Address | abonitatibus@conejouisd.org |
| Web Site | www.conejouisd.org |

School Description and Mission Statement (School Year 2016-17)

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 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 to develop 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 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 96 |
| Grade 1 | 101 |
| Grade 2 | 128 |
| Grade 3 | 119 |
| Grade 4 | 165 |
| Grade 5 | 184 |
| Grade 6 | 170 |
| Grade 7 | 178 |
| Grade 8 | 172 |
| Total Enrollment | 1,313 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.1 |
| American Indian or Alaska Native | 0.5 |
| Asian | 20.6 |
| Filipino | 1 |
| Hispanic or Latino | 4.5 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 66.9 |
| Two or More Races | 5.1 |
| Socioeconomically Disadvantaged | 1.6 |
| English Learners | 2.6 |
| Students with Disabilities | 5.7 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 63 | 60 | 55 | 859 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 15 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 100.0 | 0.0 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 100.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

All K-12 students have current standards-based textbooks in math, science and history/social science and English/Language Arts. With each curricular cycle established by the State of California, the Conejo Valley USD 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 state current 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. CVUSD is currently working within the adoption process for Math and ELA at grades 6-12. On October 18, 2016, the CVUSD Board of Education approved a resolution for the 2016-2017 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 | 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 | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---------|---|----------------------------------|---|
| | <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> <p>Grade 6: Holt, Rinehart and Winston: Literature & Language Arts Introductory Course, CA Edition Textbook; Holt Handbook California; Core Anthology Titles: All Summer in a Day, The Bracelet, The All-American Slurp, Baucis and Philemon, The Gold Cadillac, The Fox and the Crow, Eleven, The Sneethes, Ode to MiGato, The Dog of Pompeii, Zlateh the Goat; Core Novel Titles: The Adventures of Ulysses by Bernard Evslin, The Golden Goblet by</p> | | |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--------------------|--|----------------------------------|---|
| | <p>Eloise McGraw, Marcoo of the Winter Caves by Ann Turnbull, Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien, The Phantom Toll Booth by Norton Juster, Tuck Everlasting by Natalie Babbitt, The Lightning Thief by Rick Riordan</p> <p>Grade 7: Holt, Rinehart and Winston: Literature & Language Arts First Course, CA Edition Textbook; Core Anthology Titles: Rikki-tikki-tavi, Mother and Daughter, The Smallest Dragonboy, The Highwayman, After Twenty Years by O. Henry, An Unforgettable Journey, Elizabeth 1, Barrio Boy (exerpt), Song of the Trees, Fish Cheeks, Sir Gawain and the Loathly Lady; Core Novel Titles: Catherine, Called Birdy by Karen Cushman, 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: Holt, Rinehart and Winston: Literature & Language Arts Second Course, CA Edition Textbook; Core Anthology Titles: Flowers for Algernon, Harriet Tubman: Conductor on the Underground Railroad (excerpt), Too Soon a Woman, Mrs, Fowers from I Know Why the Caged Bird Sings, There Will Come Soft Rains, The Diary of Anne Frank, In Response to Executive Order 9066, The Tell-Tale Heart, Paul Revere's Ride, The Cremation of Sam McGee, Casey at the Bat; Core Novel Titles: The Adventures of Tom Sawyer by Mark Twain, Farewell to Manzanar (w/Connections) by Jeanne Wakatsuki Houston, The Glory Field by Dean Myers, Johnny Tremain by Esther Forbes, Night by Elie Wiesel, The Outsiders by S.E. Hinton, The House of Scorpion by Nancy Farmer</p> <p>Piloting Grades 6-8 ELA</p> <p>2008 State Adoption, 2002 Local Adoption 6-8, 2010 Edition</p> | | |
| Mathematics | <p>Kindergarten: Houghton -Mifflin; Go Math! California Student Resource Package (Multi-Volume)</p> <p>Grades 1-5: Houghton -Mifflin; Go Math! California Student Resource Package</p> <p>Grade 6, 6CP: Houghton Mifflin: Big Ideas Math Course 1; 6H Big Ideas Math Advanced 1</p> <p>Grades 7, 7CP: Houghton Mifflin: Big Ideas Math Course 2; 7H: Big Ideas Math Advanced 2</p> | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| | <p>Grade 8, 8CP: Houghton Mifflin: Big Ideas Math Course 3</p> <p>Pre-Algebra: Holt Mathematics Course 2: Pre-Algebra CA Edition (2008)</p> <p>Algebra 1AB: Algebra Readiness, CA Edition (2009 Edition)</p> <p>Algebra 1CP: Algebra 1: Concepts, Skills, and Problem Solving, CA Edition (2008)</p> <p>Algebra 1H: Big Ideas Algebra 1 (2015)</p> <p>Geometry: Geometry (2008)</p> <p>2014 Adoption, 2016 Local Adoption. 2008, 2009, 2015 Edition</p> | | |
| Science | <p>Kindergarten - 5:Delta Education - FOSS Science Kits</p> <p>Grade 6: Pearson/Prentice Hall: Focus on Earth Science, CA Edition</p> <p>Grade 7: Pearson/Prentice Hall: Focus on Life Science CA Edition</p> <p>Grade 8: Pearson/Prentice Hall: Focus on Physical Science CA Edition, Physical Science: Concepts in Action with Earth and Science</p> <p>2006 State Adoption (New State adopted materials not ready at this time), 2007 Local Adoption</p> | Yes | 0 |
| History-Social Science | <p>Kindergarten - 5 Pearson/Scott Foresman: History/Social Science for California Learn and Work Box</p> <p>2005 State Adoption (2011 State Adoption Delayed), 2006 Local Adoption, 2006 Edition</p> <p>Grade 6: Glencoe Publishing Co.: World History, Discovering Our Past: Ancient Civilizations CA Social Studies</p> <p>Grade 7: Glencoe Publishing Co.: World History, Discovering our Past: Medieval and Early Modern Times – California Edition</p> <p>Grade 8: Glencoe Publishing Co.: United States History, Discovering Our Past: American Journey to World War 1</p> <p>Center for Civic Education: We the People, the Citizen and Constitution - 2007 Edition</p> | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| | 2005 State Adoption (New State adopted materials not ready at this time) , 2006 Local Adoption, 2006 Edition | | |
| Foreign Language | Spanish: Expresate!: Spanish 1 2006 State Adoption, 2011 Local, 2008 Edition | Yes | 0 |
| Health | Grades K-3: Health Wave Grades 4-5: Healthy You! | | 0 |
| Visual and Performing Arts | Grade 6: Glencoe/McGraw-Hill - Introducing Art (1999) | | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Each Fall, all schools in the Conejo Valley Unified School District are inspected by a team which consists of all or many of the following personnel: Site Administrator, Executive Director of Maintenance, Planning and Technology, Director of Maintenance & Operations, Director of Planning, 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 condition observed that represents a concern to the health and safety of students and staff is annotated for immediate correction. Items noted which could improve the utility, appearance or safety of the school are recorded and evaluated for potential placement on the District's annual Major Projects List. The projects included on the final Major Projects List are based upon a priority assessment of all identified District school needs, and the funds available to address those needs. The final list is approved by the Board of Education in the Spring, with the majority of projects completed the following Summer.

The District has been fortunate to have strong support from the community. A recently passed \$197 million bond measure is currently in place to address safety and security, upgrade instructional technology and modernization of the facilities, including updating of science, math, and career prep labs. Projects are on-going and will continue for the next 10 years.

The District provides 4 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, a K-8 school, was opened in 2002 on a 14.5 acre site and has a capacity of 1270 students. The school has 77 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.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: September 28, 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: September 28, 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: September 28, 2016 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 70 | 76 | 64 | 66 | 44 | 48 |
| Mathematics | 76 | 77 | 57 | 58 | 34 | 36 |

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 118 | 117 | 99.2 | 70.9 |
| | 4 | 165 | 158 | 95.8 | 73.4 |
| | 5 | 186 | 180 | 96.8 | 66.1 |
| | 6 | 169 | 165 | 97.6 | 72.7 |
| | 7 | 178 | 174 | 97.8 | 87.3 |
| | 8 | 172 | 168 | 97.7 | 81.5 |
| Male | 3 | 72 | 72 | 100.0 | 63.9 |
| | 4 | 87 | 86 | 98.8 | 70.9 |
| | 5 | 98 | 95 | 96.9 | 61.0 |
| | 6 | 84 | 80 | 95.2 | 60.0 |
| | 7 | 102 | 100 | 98.0 | 84.0 |
| | 8 | 84 | 81 | 96.4 | 79.0 |
| Female | 3 | 46 | 45 | 97.8 | 82.2 |
| | 4 | 78 | 72 | 92.3 | 76.4 |
| | 5 | 88 | 85 | 96.6 | 71.8 |
| | 6 | 85 | 85 | 100.0 | 84.7 |
| | 7 | 76 | 74 | 97.4 | 91.8 |
| | 8 | 88 | 87 | 98.9 | 83.9 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| Asian | 3 | 25 | 25 | 100.0 | 80.0 |
| | 4 | 40 | 39 | 97.5 | 89.7 |
| | 5 | 33 | 33 | 100.0 | 84.8 |
| | 6 | 42 | 42 | 100.0 | 83.3 |
| | 7 | 34 | 34 | 100.0 | 100.0 |
| | 8 | 30 | 30 | 100.0 | 93.3 |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 7 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 16 | 16 | 100.0 | 87.5 |
| | 8 | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| White | 3 | 83 | 82 | 98.8 | 67.1 |
| | 4 | 96 | 90 | 93.8 | 68.9 |
| | 5 | 134 | 128 | 95.5 | 60.2 |
| | 6 | 113 | 109 | 96.5 | 70.6 |
| | 7 | 118 | 114 | 96.6 | 85.1 |
| | 8 | 127 | 124 | 97.6 | 83.1 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | 19 | 19 | 100.0 | 57.9 |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 17 | 15 | 88.2 | 6.7 |
| | 7 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 118 | 117 | 99.2 | 82.9 |
| | 4 | 165 | 158 | 95.8 | 81.0 |
| | 5 | 186 | 180 | 96.8 | 64.4 |
| | 6 | 169 | 165 | 97.6 | 73.3 |
| | 7 | 178 | 174 | 97.8 | 81.0 |
| | 8 | 172 | 169 | 98.3 | 81.1 |
| Male | 3 | 72 | 72 | 100.0 | 83.3 |
| | 4 | 87 | 86 | 98.8 | 84.9 |
| | 5 | 98 | 95 | 96.9 | 67.4 |
| | 6 | 84 | 80 | 95.2 | 68.8 |
| | 7 | 102 | 100 | 98.0 | 83.0 |
| | 8 | 84 | 82 | 97.6 | 79.3 |
| Female | 3 | 46 | 45 | 97.8 | 82.2 |
| | 4 | 78 | 72 | 92.3 | 76.4 |
| | 5 | 88 | 85 | 96.6 | 61.2 |
| | 6 | 85 | 85 | 100.0 | 77.7 |
| | 7 | 76 | 74 | 97.4 | 78.4 |
| | 8 | 88 | 87 | 98.9 | 82.8 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| Asian | 3 | 25 | 25 | 100.0 | 88.0 |
| | 4 | 40 | 39 | 97.5 | 97.4 |
| | 5 | 33 | 33 | 100.0 | 87.9 |
| | 6 | 42 | 42 | 100.0 | 83.3 |
| | 7 | 34 | 34 | 100.0 | 97.1 |
| | 8 | 30 | 30 | 100.0 | 90.0 |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 16 | 16 | 100.0 | 68.8 |
| | 8 | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| White | 3 | 83 | 82 | 98.8 | 80.5 |
| | 4 | 96 | 90 | 93.8 | 75.6 |
| | 5 | 134 | 128 | 95.5 | 57.0 |
| | 6 | 113 | 109 | 96.5 | 69.7 |
| | 7 | 118 | 114 | 96.6 | 79.8 |
| | 8 | 127 | 125 | 98.4 | 82.4 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | 19 | 19 | 100.0 | 79.0 |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Socioeconomically Disadvantaged | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | 17 | 15 | 88.2 | 13.3 |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 95 | 91 | 87 | 81 | 80 | 77 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|----------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 358 | 344 | 96.1 | 87.2 |
| Male | 182 | 177 | 97.3 | 86.4 |
| Female | 176 | 167 | 94.9 | 88.0 |
| Asian | 63 | 62 | 98.4 | 91.9 |
| Hispanic or Latino | 13 | 12 | 92.3 | 50.0 |
| White | 261 | 249 | 95.4 | 88.4 |
| Two or More Races | 11 | 11 | 100.0 | 90.9 |
| Students with Disabilities | 17 | 15 | 88.2 | 40.0 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 24.9 | 40.9 | 14.4 |
| 7 | 19.9 | 33 | 33 |

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are a critical part of a 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). Parents who serve on district councils also participate at the school site council meetings monthly, 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.7 | 0.6 | 0.5 | 3.1 | 2.8 | 2.5 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2010-2011 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 14.8 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 29 | 1 | 1 | 2 | 26 | 1 | 2 | 1 | 19 | 4 | 1 | |
| 1 | 23 | | 4 | | 21 | | 5 | | 20 | 2 | 3 | |
| 2 | 22 | | 7 | | 19 | 6 | | | 21 | | 6 | |
| 3 | 21 | 2 | 6 | | 21 | 1 | 7 | | 20 | 4 | 2 | |
| 4 | 32 | | 3 | 2 | 30 | | 6 | | 33 | | 1 | 4 |
| 5 | 30 | | 6 | | 34 | | 1 | 4 | 31 | | 5 | 1 |
| 6 | 24 | 8 | 20 | 3 | 27 | 8 | 10 | 13 | | | | |
| Other | 23 | | 1 | | | | | | | | | |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 25 | 4 | 10 | 1 | 27 | 6 | 2 | 6 | 25 | 5 | 14 | 1 |
| Mathematics | 23 | 7 | 7 | 1 | 23 | 7 | 7 | 1 | 24 | 7 | 11 | 3 |
| Science | 34 | | 2 | 8 | 35 | | 3 | 7 | 30 | 2 | 9 | 6 |
| Social Science | 34 | | 3 | 8 | 34 | | 2 | 9 | 30 | 2 | 10 | 5 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | 1 | 517 |
| Counselor (Social/Behavioral or Career Development) | 0.2 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 0.8 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | N/A |
| Resource Specialist | 2.3 | N/A |
| Other | 16.8 | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,593 | \$215 | \$5,378 | \$73,401 |
| District | N/A | N/A | \$5,542 | \$76,224 |
| Percent Difference: School Site and District | N/A | N/A | -3.0 | -3.7 |
| State | N/A | N/A | \$5,677 | \$74,216 |
| Percent Difference: School Site and State | N/A | N/A | -5.3 | -1.1 |

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,131 | \$44,958 |
| Mid-Range Teacher Salary | \$71,801 | \$70,581 |
| Highest Teacher Salary | \$90,881 | \$91,469 |
| Average Principal Salary (Elementary) | \$113,041 | \$113,994 |
| Average Principal Salary (Middle) | \$115,934 | \$120,075 |
| Average Principal Salary (High) | \$124,276 | \$130,249 |
| Superintendent Salary | \$192,503 | \$218,315 |
| Percent of Budget for Teacher Salaries | 43% | 38% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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 development activities for all teachers and administrators. Both groups continue to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards and beyond. A robust professional development effort includes opportunities in researched-based instructional strategies, technological competencies, and Professional Learning Communities.

Professional development strategies such as workshops, institutes and academies, as well as job-embedded activities are related to College and Career Readiness, Smarter Balanced Assessments and other proficiencies required to meet the needs of all students. Professional development topics are aligned with District and school site needs identified through and outlined within the district and schools' LCAP goals. Professional development for high school faculty and staff members are also aligned with each school's WASC action plan.

The District also provides, at no cost to teachers, an induction program (New Teacher Induction) for first year and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

The Ventura County Superintendent of Schools Office offers a professional development series that is specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Multi-Tiered System of Supports, performance assessment, literacy intervention technology, supervision, evaluation, and leadership.

In addition to professional development 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 development activities to every educator to improve the instructional process and enhance student achievement. The District provides all teachers with 18 hours per year of staff development related to curriculum, instructional technology, assessment, report cards, instructional strategies and using data to close the achievement gap.