

# Madroña Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Madroña Elementary School   |
| <b>Street</b>                     | 612 Camino Manzanas   |
| <b>City, State, Zip</b>           | Thousand Oaks, CA, 91360-2199   |
| <b>Phone Number</b>               | (805) 498-6102  |
| <b>Principal</b>                  | Amy K. Folkes   |
| <b>E-mail Address</b>             | afolkes@conejousd.org   |
| <b>Web Site</b>                   | <a href="http://www.conejousd.org/madrona">http://www.conejousd.org/madrona</a> |
| <b>CDS Code</b>                   | 56 73759 6055875  |

| <b>District Contact Information</b> |                                       |
|-------------------------------------|---------------------------------------|
| <b>District Name</b>                | Conejo Valley Unified School District |
| <b>Phone Number</b>                 | (805) 497-9511                        |
| <b>Superintendent</b>               | Mark W. McLaughlin, Ed.D.             |
| <b>E-mail Address</b>               | mmclaughlin@conejouisd.org            |
| <b>Web Site</b>                     | www.conejouisd.org                    |

### **School Description and Mission Statement (School Year 2017-18)**

Madroña Elementary School is a caring community working together for the education and well-being of our children. We constantly refine, adapt, and strengthen our strong academic program. Madroña's mission focuses on student academic, social, physical, and psychological growth; the right of every child to a challenging educational program; a hand-in-hand relationship between home and school; and a commitment to life-long learning.

#### **SCHOOL DESCRIPTION**

Madroña is a neighborhood school within the surrounding community of Thousand Oaks, California. Madroña is home to approximately 400 students and 50 staff members and in the spring of 2012, was recognized as a California Distinguished School due to our excellent standards-based academic program.

The staff at Madroña is dedicated to meeting the needs of all of the students through a high level of academic instruction, extension activities, and intervention supports. Madroña is in its second year of a school wide focus on academic vocabulary. We introduce and review new words each month in the classrooms, a weekly principal letter, and during morning announcements. Students have the opportunity to participate in a variety of enrichment programs during the school day: physical education, art, music, library, dance, and computers. In addition, students who are identified as Gifted and Talented Education (GATE) receive differentiated instruction in the classroom setting and may choose to participate in after school enrichment activities once a month. Madroña utilizes two web-based programs, Moby Max and Raz Kids, to further extend and support students' academic skills in reading and math. In terms of interventions, Madroña offers reading specialist support for students in first through fourth grades with an emphasis on phonics, reading fluency, reading accuracy, and reading comprehension. In the fall of 2015, Madroña implemented a school wide MTSS (Multi-Tiered System of Supports) program called Pride Time, where students in grades kindergarten through fifth are placed in specific classes based on their academic needs. Past class topics have included English Language support, Spanish enrichment, STEAM, poetry, and literature circles. Madroña also provides students in kindergarten, third, fourth and fifth grade with after school academic intervention through a program called A.I.M. (Academic Intervention and More) which provides homework assistance and skills practice. Students who need to strengthen their English language skills, participate in a before school Rosetta Stone Club. We also provide math support for students in fifth grade. Finally, Madroña offers an integrated program where students from three L.E.A.P. (Learning Essentials and Academic Progress) special education classes spend part of the day in a general education classroom with two credentialed teachers.

### **Student Enrollment by Grade Level (School Year 2016-17)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 96                        |
| <b>Grade 1</b>          | 62                        |
| <b>Grade 2</b>          | 55                        |
| <b>Grade 3</b>          | 68                        |
| <b>Grade 4</b>          | 71                        |
| <b>Grade 5</b>          | 82                        |
| <b>Total Enrollment</b> | 434                       |

### Student Enrollment by Group (School Year 2016-17)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.5                         |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 6.7                         |
| Filipino                            | 1.2                         |
| Hispanic or Latino                  | 35.9                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 50.5                        |
| Two or More Races                   | 5.1                         |
| Socioeconomically Disadvantaged     | 33.2                        |
| English Learners                    | 27.2                        |
| Students with Disabilities          | 14.7                        |
| Foster Youth                        | 0.5                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 25      | 24      | 26      | 843      |
| Without Full Credential  | 0       | 0       | 0       | 2        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 32       |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Year and month in which data were collected:** July 2017

All K-12 students have current standards-based textbooks in Math, Science, History/Social Science, and English/Language Arts. With each curricular cycle established by the State of California, the Conejo Valley Unified School District Board of Education adopts textbooks within the timeline provided and approves standards-aligned books for Grades 9-12. In addition, the State Board of Education provides approved lists from which the local Board of Education selects books and materials for Grades K-8. We have purchased sufficient standards-based textbooks and instructional materials for all students in English, Math, History/Social Science, Science, Health, and Foreign Language. Each year, sites receive specific Science supplementary funds for consumable laboratory expenses and/or equipment.

The process of selecting textbooks and materials involves the formation of a committee comprised of teachers and administrators representing all targeted grade levels and charged with the responsibility of reviewing current state standards and frameworks. This includes analyzing student data, writing courses of study (as required), and selecting and maintaining current instructional materials. Their goal is to achieve high academic standards for all of our TK-12 students. In addition, they review each major subject area and adopt under the guidance of the California Department of Education and State Board of Education by submitting recommendations to the Board of Education for final approval. The recommendation to the Board includes basic textbook materials as well as supplementary materials within the subject. CVUSD is currently working within the adoption process for Math at Grades 9-12. On October 17, 2017, the CVUSD Board of Education approved a resolution for the 2017-2018 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/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------|---|----------------------------------|---|
| Reading/Language Arts | <p>Kindergarten: Macmillan-McGraw Hill: California Treasures Reading Practice Book; Treasures Student Activity Book; Core Literature: The Little Engine that Could by Watty Piper, Goldilocks and the Three Bears by Jan Brett, The Little Red Hen by Paul Galdone, The Very Hungry Caterpillar by Eric Carle, The Three Billy Goats Gruff by Paul Galdone, The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown</p> <p>Grade 1: Macmillan-McGraw Hill: California Treasures Student Edition Books 1-6; Core Literature: The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown, Ira Sleeps Over by Bernard Waber, The Tale of Peter Rabbit by Beatrix Potter, The Town Mouse and the Country Mouse by Lorinda Cauley, A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel</p> <p>Grade 2: Macmillan-McGraw Hill: California Treasures Student Edition 1-2; Core Literature: A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel, Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, Sylvester and the Magic Pebble by William Steig, Too Many Tamales by Gary Soto, Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney</p> <p>Grade 3: Macmillan-McGraw Hill: California Treasures Student Edition Books 1-2; Core Literature:</p> | Yes                              | 0   |

| Subject                           | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
|                                   | <p>Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney, The Velveteen Rabbit by Margery Williams, Charlotte’s Web by E.B. White, Ramona Quimby, Age 8 by Beverly Cleary</p> <p>Grade 4: McGraw Hill: California Treasures Student Edition; Core Literature: Island of the Blue Dolphins by Scott O’Dell, By the Great Horn Spoon by Sid Fleischman, The Little House in the Big Woods by Laura Ingalls Wilder, Ben and Me by Robert Lawson, Hatchet by Gary Paulsen,</p> <p>Grade 5: Macmillan-McGraw Hill: California Treasures Student Edition; Core Literature: Ben and Me by Robert Lawson, Hatchet by Gary Paulse, Sign of the Beaver by Elizabeth Speare, In the Year of the Boar and Jackie Robinson by Betty Bao Lord, From the Mixed Up Files of Basil E. Frankweiler by E.L. Konigsburg, The Cay by Theodore Taylor, Shiloh by Phyllis Reynolds Naylor</p> <p>2008 State Adoption, 2012 Local Adoption K-5, 2010 Edition</p> |                                  |   |
| <b>Mathematics</b>                | <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>2014 State Adoption K-8, 2016 Local Adoption K-8, 2015 Edition</p>   | Yes                              | 0   |
| <b>Science</b>                    | <p>Kindergarten -2: Delta Education - FOSS Science Kits</p> <p>Grades 3-5 - Houghton Mifflin California Science Interactive Text</p> <p>2006 State Adoption (New State adopted materials not ready at this time), 2007 Local Adoption, 2007 Edition</p>  | Yes                              | 0   |
| <b>History-Social Science</b>     | <p>Kindergarten - 5 Pearson/Scott Foresman: History/Social Science for California Learn and Work Box</p> <p>2005 State Adoption (New State adopted materials not ready at this time), 2006 Local Adoption, 2006 Edition</p>  | Yes                              | 0   |
| <b>Health</b>                     | <p>Grades K-3: Health Wave</p> <p>Grades 4-5: Healthy You!</p>   |                                  | 0   |
| <b>Visual and Performing Arts</b> | <p>MUSIC: McGraw Hill: Share the Music</p> <p>ART: Portfolio: A State of the Art by Barrett Kendall</p>  |                                  | 0   |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Each fall, a team that consists of all or many of the following personnel, inspects each school in the Conejo Valley Unified School District: Site Administrator, Director of Maintenance & Operations, Director of Planning & 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. Items noted which could improve the utility, appearance, or safety of the school are recorded and evaluated for potential placement on the District's annual Major Projects List. The projects included on the final Major Projects List are based upon a priority assessment of all identified District school needs and the funds available to address those needs. The final list is approved by the Board of Education in the spring, with the majority of projects completed the following summer. Each year, the District participates in the State's Deferred Maintenance Program and these funds have been a significant source of support for the annual Major Projects List in recent years. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction (OPSC). The District has not been required to make its normal contribution to the Deferred Maintenance Fund since the 2008-09 school year and the State's annual contribution has been utilized for other "educational purposes", with this flexibility continuing through the current year. Deferred Maintenance Program projects will be prioritized and funded with carryover funds from previous budgets or as augmented by future funding.

The District provides 2 full-time custodians at Madrona 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. Madrona Elementary was opened in 1964. Sited on 11.39 acres of land, the school has 36 classrooms, a multipurpose room, a library, and an administration building. The campus underwent modernization in 2003, beginning with the installation of a two-story elevator. In 2004, underground utilities were upgraded along with restrooms, doors, and improving accessibility under ADA. The current capacity at Madrona is 80 students. The District Site Inspection Team assessed the school on August 16, 2017.

### School Facility Good Repair Status (Most Recent Year)

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

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

| School Facility Good Repair Status (Most Recent Year)                   |               |      |      |  |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: August 2017               |               |      |      |  |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned                              |
|   | Good          | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      | Office unit undersized.  |
| <b>Interior:</b> Interior Surfaces                                      | X             |      |      |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X             |      |      | Rat droppings around units. Clean and treat transformer behind Room 2. |
| <b>Electrical:</b> Electrical   | X             |      |      |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X             |      |      |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         |               | X    |      |  |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      | Railing in need of repair.   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      | Delaminated chains are rusty.  |

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

| Year and month of the most recent FIT report: August 2017 |           |      |      |      |
|---|-----------|------|------|------|
| 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 62  | 55      | 66       | 67      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 52  | 54      | 58       | 59      | 36      | 37      |

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 2016-17)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 219              | 216           | 98.63          | 54.63                   |
| Male                                | 105              | 103           | 98.1           | 53.4                    |
| Female                              | 114              | 113           | 99.12          | 55.75                   |
| Asian                               | 13               | 13            | 100            | 92.31                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 75               | 72            | 96             | 29.17                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 116              | 116           | 100            | 65.52                   |
| Two or More Races                   | 12               | 12            | 100            | 66.67                   |
| Socioeconomically Disadvantaged     | 74               | 72            | 97.3           | 29.17                   |
| English Learners                    | 60               | 59            | 98.33          | 23.73                   |
| Students with Disabilities          | 43               | 42            | 97.67          | 19.05                   |
| Foster Youth                        | --               | --            | --             | --                      |

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 2016-17)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 219              | 217           | 99.09          | 53.92                   |
| Male                                | 105              | 104           | 99.05          | 55.77                   |
| Female                              | 114              | 113           | 99.12          | 52.21                   |
| Asian                               | 13               | 13            | 100            | 100                     |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 75               | 73            | 97.33          | 31.51                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 116              | 116           | 100            | 62.07                   |
| Two or More Races                   | 12               | 12            | 100            | 66.67                   |
| Socioeconomically Disadvantaged     | 74               | 73            | 98.65          | 27.4                    |
| English Learners                    | 60               | 60            | 100            | 23.33                   |
| Students with Disabilities          | 43               | 42            | 97.67          | 21.43                   |
| Foster Youth                        | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                       | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|-------------------------------|---|---------|----------|---------|---------|---------|
|                               | School  |         | District |         | State   |         |
|                               | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 77  | 78      | 80       | 77      | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## 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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 16.2  | 31.2                  | 30                   |

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

One of the strongest partnerships at Madroña Elementary School is with our PTA (Parent Teacher Association). PTA volunteers support the school in many ways, both in the classroom and with school-wide events and programs. Sponsoring numerous community involvement activities and fundraisers, our PTA provides program support for technology, summer incentive reading, field trips, assemblies, Earth Day, Red Ribbon Week, Reflections, Women in History week, a Jog-a-thon, our Talent Show, and a year-end school Carnival. If you are interested in participating in the Madroña PTA, please contact the PTA President Roxanne Livia at (805) 498-6102.

Madroña's School Site Council (SSC) is also a way in which parents can be involved at the school site. The SSC, comprised of parents and staff members, meets on the third Wednesday of each month. The SSC approves the budget, the School Plan for Student Achievement (SPSA), and the Safety Plan. All parents are invited and encouraged to participate in SSC meetings. Please contact the SSC Chairperson Joy Springer at (805) 498-6102 for more information.

We also have three parent volunteers who represent Madroña at the district level: Darlene Lee (GATE DAC - Gifted and Talented Education - District Advisory Council), Christelle Castillo (DELAC - District English Learner Committee), and Jean Bridges (DAC - District Advisory Council). Call (805) 498-6102 to reach them.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 1.2     | 1.2     | 0.4     | 2.8      | 2.5     | 1.8     | 3.8     | 3.7     | 3.6     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.1      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

## School Safety Plan (School Year 2017-18)

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 has also 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 2017-18)

| 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    | 66.7      |

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15         |                   |       |     | 2015-16         |                   |       |     | 2016-17         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | 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           | 18              | 2                 | 3     |     | 18              | 4                 | 1     |     | 17              | 4                 | 2     |     |
| 1           | 23              |                   | 2     |     | 21              | 1                 | 1     |     | 20              | 3                 |       |     |
| 2           | 20              | 1                 | 3     |     | 19              | 1                 | 2     |     | 17              | 2                 | 1     |     |
| 3           | 21              | 1                 | 3     |     | 19              | 2                 | 3     |     | 21              | 1                 | 2     |     |
| 4           | 29              |                   | 3     |     | 25              |                   | 3     |     | 32              |                   | 2     |     |
| 5           | 24              | 1                 | 3     |     | 25              | 1                 | 3     |     | 26              | 1                 | 2     |     |
| Other       | 10              | 1                 |       |     | 6               | 1                 |       |     | 10              | 2                 |       |     |

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  |                                  |   |
| Counselor (Social/Behavioral or Career Development) | 0.3                              | N/A   |
| Library Media Teacher (Librarian)                   |                                  | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0.6                              | N/A   |
| Psychologist  | 0.8                              | N/A   |
| Social Worker                                       |                                  | N/A   |
| Nurse   | 0.8                              | N/A   |
| Speech/Language/Hearing Specialist                  | .5                               | N/A   |
| Resource Specialist                                 | 9.2                              | N/A   |
| Other   | 8.7                              | 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 2015-16)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$7,174                | \$541                    | \$6,633             | \$64,475               |
| District                                     | N/A                    | N/A                      | \$5,923             | \$78,911               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 11.3                | -20.1                  |
| State  | N/A                    | N/A                      | \$6,574             | \$77,824               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 0.9                 | -18.8                  |

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$45,318        | \$48,522                                     |
| Mid-Range Teacher Salary                      | \$73,732        | \$75,065                                     |
| Highest Teacher Salary                        | \$93,359        | \$94,688                                     |
| Average Principal Salary (Elementary)         | \$112,121       | \$119,876                                    |
| Average Principal Salary (Middle)             | \$114,880       | \$126,749                                    |
| Average Principal Salary (High)               | \$126,794       | \$135,830                                    |
| Superintendent Salary                         | \$206,600       | \$232,390                                    |
| Percent of Budget for Teacher Salaries        | 43%             | 37%  |
| 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 relate to College and Career Readiness, Smarter Balanced Assessments, and other required proficiencies meeting the needs of all students. Professional development topics align 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 align with each school's WASC action plan.

The District also provides a free New Teacher Induction Program to first 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 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. Teachers and administrators participate in full-day trainings to support instruction, including the opportunity to collaborate with their colleagues. In addition, the District provides all teachers with 18 hours per year of staff development completed outside of their workday related to curriculum, instructional technology, assessment, report cards, instructional strategies, and using data to close the achievement gap. These 18 hours are completed through a combination of resources including workshops, conferences, and online and virtual professional development.