

Westlake Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Westlake Elementary School
Street	1571 East Potrero Road
City, State, Zip	Westlake Village, CA 91361
Phone Number	(805) 374-2150
Principal	Megan Triplett
Email Address	mtriplett@conejousd.org
Website	http://www.conejousd.org/wle
County-District-School (CDS) Code	56 73759 6071286

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Westlake Elementary is a welcoming, vibrant and collaborative community that focuses on a well-rounded education. Westlake Elementary's mission is to provide students a fun and challenging curriculum in a nurturing and supportive environment. Our school promotes inclusivity, integrity, and empathy through a variety of social-emotional and character education programs. Westlake is committed to providing students with a rigorous and well-rounded education. Westlake Elementary's curriculum focuses on Common Core State Standards (CCSS) including the Next Generation Science Standards (NGSS). Throughout the year, students receive an extensive specialist schedule and have a variety of opportunities available to them including: enrichment, intervention, leadership, arts, and technology.

Westlake Elementary incorporates a well-developed Multi-tiered Systems of Support (MTSS) program and targeted time for English Language Development (ELD) instruction. Our MTSS program is called MAGIC (Meeting Academic Goals In Curriculum) time, and provides intervention and enrichment for all students in English Language Arts. Every student receives small group instruction at their level with curricular focuses in phonics skills, fluency, comprehension, text analysis, and research and inquiry. Additional credentialed teachers are provided during each grade level's MAGIC time, to allow for significantly reduced class size. Our classroom and additional support teachers work together to provide explicit instruction in each group's target area. This year, we provided an additional support teacher to further reduce group numbers. We hope this will result in a continued increase in academic achievement for all of our students, including English learners (EL), students with disabilities (SWD), and socio-economically disadvantaged students (SED). Our targeted time for English Language Development occurs during our eBlock (enrichment block) time. During this time, English learners (EL) receive targeted instruction in English language development. This year, all EL students are receiving the pilot ELD curriculum, which pairs with the ELA (English Language Arts) curriculum and will hopefully increase relevance and engagement. Additional enrichment options are available to students during eBlock including targeted options for our GATE (Gifted and Talented) students including school newspaper, stocks, videography, entrepreneurial skills, and science.

Westlake Elementary has been very intentional in efforts to provide a more inclusive environment and community for all students including students with disabilities (SWD) and socio-economically disadvantaged (SED) students. Activities to foster this inclusive climate have been planned throughout the year including Start with Hello week, Anti-bullying month, Inclusive Schools week, Kindness month, along with our school motto, "Be The Nice Kid," being reinforced on a weekly basis. This year, we implemented a new student leadership opportunity for our 4th and 5th grade students called WOW (Welcoming Our Wizards), of which SWD and SED are represented. WOW's mission is to create an educational environment where students are empowered to foster an inclusive environment and are equipped to reach out to other students on campus to ensure that everyone feels safe and included. WOW leaders visit classrooms monthly, provide recess activities for students, are buddies for new students, and act as a cadre to identify bullying behavior and help to stop it. To promote inclusivity and access within the classroom, Universal Design for Learning (UDL) is a school focus. Teachers are receiving professional development in UDL throughout the school year. This focus will continue to enhance the inclusion efforts of our staff and our efficacy in providing all students access to the curriculum. Additional enrichment opportunities are available through our extensive specialist schedule. Westlake Elementary students receive music instruction (all grades), ballroom dance (grade 1 and 4), technology instruction (all grades), and Art Masters (grades 1-5). Students also have the opportunity to participate in the band and strings program during the school day and our chorus program after school. Westlake Elementary's Makerspace room is a space for students to grow in creativity, collaboration, and problem solving through STEAM technologies including robotics, crafting, coding, video and movie making technology, 3D printing, and engineering. iPads and Chromebooks are available to all students with one-to-one implementation in 2nd through 5th grade. Additional student leadership opportunities include: Student Council- an active student body that has monthly activities and promotes school spirit, WOW (Welcoming Our Wizards) team- focusing on inclusivity and belonging, and our student Tech Team- leading all technology aspects of the school including videoing and reporting of school events, running the sound and light boards for school plays and musicals, and assisting with technology needs.

Our dedicated and active parent community supports our school in every way from supplemental and instructional supports to events and activities. Many of our events are designed to engage families and create a more cohesive home and school connection. Some of our events include: Back-To-School orientation, parent coffees, restaurant nights, movie nights, Bingo Night, Math Night, Science Night, storytelling, talent show, and the American Fair. Our PFA also provides assemblies which this year included guest speakers for anti-bullying strategies and ability awareness/inclusivity. Westlake Elementary recognizes the uniqueness of each child and is committed to providing a well-rounded educational program.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	121
Grade 1	95
Grade 2	90
Grade 3	80
Grade 4	94
Grade 5	94
Total Enrollment	574

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	7
Filipino	1
Hispanic or Latino	12.9
White	70.7
Two or More Races	7.1
Socioeconomically Disadvantaged	10.6
English Learners	7.1
Students with Disabilities	7.7
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	28	28	844
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	5	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

All TK-12 students have current standards-based textbooks in math, science, history/social science, and English/language arts. With each curricular cycle established by the State of California, the Conejo Valley Unified School District (CVUSD) Board of Education adopts textbooks within the timeline provided. Standards-aligned books for grades 9-12 are approved locally. Textbooks in grades TK-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 expenses and/or equipment. The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing current state standards and frameworks, analyzing student data, writing courses of study (as required) and selecting and maintaining current instructional materials. The goal of such district-wide committees (comprised of teachers and administrators representing all targeted grade levels), is to achieve high academic standards for all of our TK-12 students. Each major subject area, such as math, science, history/social science, foreign language, and English/language arts, is reviewed and adopted under the guidance of the California Department of Education and State Board of Education. The committee submits its recommendations to the Board of Education for final approval. The recommendation to the Board includes the basic textbook materials as well as supplementary materials within the subject. On October 6, 2020, the CVUSD Board of Education approved a resolution for the 2020-2021 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten: Macmillan-McGraw Hill: California Treasures Reading Practice Book; Treasures Student Activity Book; Core Literature: The Little Engine that Could by Watty Piper, Goldilocks and the Three Bears by Jan Brett, The Little Red Hen by Paul Galdone, The Very Hungry Caterpillar by Eric Carle, The Three Billy Goats Gruff by Paul Galdone, The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown</p> <p>Grade 1: Macmillan-McGraw Hill: California Treasures Student Edition Books 1-6; Core Literature: The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown, Ira Sleeps Over by Bernard Waber, The Tale of Peter Rabbit by Beatrix Potter, The Town Mouse and the Country Mouse by Lorinda Cauley, A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel</p> <p>Grade 2: Macmillan-McGraw Hill: California Treasures Student Edition 1-2: Core Literature: A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel, Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, Sylvester and the Magic Pebble by William Steig, Too Many Tamales by Gary Soto, Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney</p> <p>Grade 3: Macmillan-McGraw Hill: California Treasures Student Edition Books 1-2; Core Literature: Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney, The Velveteen Rabbit by Margery Williams, Charlotte’s Web by E.B. White, Ramona Quimby, Age 8 by Beverly Cleary</p> <p>Grade 4: McGraw Hill: California Treasures Student Edition; Core Literature: Island of the Blue Dolphins by Scott O’Dell, By the Great Horn Spoon by Sid Fleischman, The Little House in the Big Woods by Laura Ingalls Wilder, Ben and Me by Robert Lawson, Hatchet by Gary Paulsen,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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 2008 State Adoption, 2012 Local Adoption K-5, 2010 Edition		
Mathematics	TK: enVisionMATH Lesson Packets Kindergarten: Houghton -Mifflin; Go Math! California Student Resource Package (Multi-Volume) Grades 1-5: Houghton -Mifflin; Go Math! California Student Resource Package 2014 State Adoption K-8, 2016 Local Adoption K-8, 2015 Edition	Yes	0
Science	Kindergarten - 5: Delta Education - FOSS Science Kits 2006 State Adoption, 2007 Local Adoption, 2007 Edition	Yes	0
History-Social Science	Kindergarten - 5 Pearson/Scott Foresman: History/Social Science for California (2006) We The People: Civic Education 2005 State Adoption, 2006 Local Adoption	Yes	0
Health	Grades K-3: Health Wave Grades 4-5: Healthy You!	Yes	0
Visual and Performing Arts	MUSIC: McGraw Hill: Share the Music ART: Portfolio: A State of the Art by Barrett Kendall	Yes	0

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

School Facility Conditions and Planned Improvements

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, Director of Maintenance and Operations, Director of Planning and New Construction, and the Assistant Superintendent. A facilities evaluation is completed documenting the condition of the school in a variety of area including the cleanliness of restrooms, condition of roofs, paving and walkways, HVAC systems, landscape maintenance, etc. Any condition observed 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 major 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 allowed to be used 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 3 full-time custodians at Westlake 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. Westlake Elementary was opened in 1971. Sited on 9.06 acres of land, the school has 28 classrooms, a multipurpose room, a library, and an administration building. The campus underwent modernization in 2005, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Westlake is 600 students. The District Site Inspection Team assessed the school on 11/20/2020.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/20/2020

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	8: Asphalt needs seal coat and re-stripe
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	79	N/A	66	N/A	50	N/A
Mathematics (grades 3-8 and 11)	74	N/A	58	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	62	N/A	49	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Westlake Elementary has an active Parent Faculty Association (PFA), School Site Council (SSC), Gate Committee, and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Westlake Elementary's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), Gate Committee, and our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Faculty Association (PFA). Parents are also encouraged to volunteer at school and attend any of our events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Westlake Elementary's parent DAC and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication. The school leadership team (LCAP) team meet regularly to identify and address student needs and necessary supports for teachers for delivering quality instruction for all students, as well as Tier 2 supports for students in targeted populations (EL, SPED and SED). Our focus this year is on UDL strategies in the classroom.

To volunteer, please contact Megan Triplett, the Principal, at (805) 374-2150. Mrs. Blythe Williams and Mrs. Angela Foll are our PFA Co-Presidents and can be reached via our school phone line. Our School Site Council Chairperson is Mrs. Ashley Stapleton and she can be contacted via our school phone line, as well.

We hope you will join us as we work together to prepare our students to be successful in a global marketplace and give them the opportunities to lead a successful life.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.7	2.3	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	1.3	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

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

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

The District is working in collaboration with the Ventura County Department of Health and the Ventura County Office of Education to ensure that our school Reopening and COVID-19 Mitigation Plans and COVID-19 Safety Plan are in compliance with health department directives.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		5		23	3	3	1	24	2	3	1
1	21		4		22		3		19	5		
2	23		4		20	2	2		23		4	
3	23		4		23		4		20	2	2	
4	27		3		33			3	31		3	
5	32		1	2	27		3		31		3	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	0.56
Psychologist	0.64
Social Worker	0.75
Nurse	0.23
Speech/Language/Hearing Specialist	0.66
Resource Specialist (non-teaching)	1.44
Other	12.94

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,748	\$961	\$6,787	\$88,126
District	N/A	N/A	\$6,693	\$84,606
Percent Difference - School Site and District	N/A	N/A	1.4	4.1
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-13.2	4.1

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

Types of Services Funded (Fiscal Year 2019-2020)

Per pupil expenditures include funds expended for all instructional services. These include transportation, Child Nutrition, health services, counseling services/mental health services, instructional materials, and maintenance. The Local Control Funding Formula provides the bulk of funding for nearly all programs with the exceptions of federal categorical allocations and state and local grants.

Categorical funding provides support for Special Education Services – (All Schools), Title I Services - PI (school choice) and Alternative Support Services (seven elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners/LEP, and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the District. The Conejo Schools Foundation, PTAs, and Booster Clubs contribute significantly to activities such as performing arts, athletics, academic competitions, etc.

Conejo Valley Unified also receives additional financial support through grant funding such as College Readiness Block Grant - Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education Incentive Grant.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,087	\$52,484
Mid-Range Teacher Salary	\$78,237	\$81,939
Highest Teacher Salary	\$99,064	\$102,383

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$118,972	\$129,392
Average Principal Salary (Middle)	\$121,900	\$136,831
Average Principal Salary (High)	\$134,542	\$147,493
Superintendent Salary	\$239,292	\$254,706
Percent of Budget for Teacher Salaries	39.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Conejo Valley Unified School District is committed to providing professional learning activities for all classified and certificated staff members. Staff continues to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards. A robust professional learning effort includes opportunities in researched-based instructional strategies, technological competencies, and Professional Learning Communities. The District's Local Control Accountability Plan (LCAP) prioritizes an entire goal with subsequent actions and services in order to "ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes."

Professional learning strategies such as workshops, virtual webinars, institutes and academies, as well as job-embedded activities relate to Universal Design for Learning, Social Emotional Learning, Educational Technology, College and Career Readiness, Positive Behavior Support, Smarter Balanced Assessments, and other required skills and competencies to meet the needs of all students. Professional learning topics align with District and school site needs identified through and outlined within the District's LCAP goals and the schools' School Plan For Student Achievement. Professional learning for high school faculty and staff members align with each school's WASC action plan.

The District also provides an accredited and free Teacher Induction Program to first and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

Site administrators receive continuous training at weekly meetings and through a full-day training at the start of the school year. Furthermore, the Ventura County Office of Education offers a professional learning series specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Multi-Tiered System of Supports, performance assessment, social-emotional learning, supervision, evaluation, and leadership.

In addition to professional learning activities offered to the District's teachers and administrators, classified employees receive training that is specific to their assignments.

The District is committed to providing professional learning activities to every educator to improve the instructional process and enhance student achievement. Teachers and administrators participate in three full-day trainings to support curriculum, instructional technology, assessment, report cards, instructional strategies, and the use of data to teach all students.