

Aspen 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 | Aspen Elementary School |
| Street | 1870 Oberlin Avenue |
| City, State, Zip | Thousand Oaks, CA 91360 |
| Phone Number | (805) 495-2810 |
| Principal | Mae Tietjen |
| Email Address | mtietjen@conejousd.org |
| Website | www.conejousd.org/aspens |
| County-District-School (CDS) Code | 56 73759 6055859 |

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)

MISSION STATEMENT

Aspen students will strengthen and enrich their love of learning through diverse opportunities to discover a sense of the world while developing a solid foundation for curiosity and growth. The Roadrunner Way will do this through:

Integration of the Arts
Problem Solving
Mathematical Reasoning
Innovation
Design
Experiments
Nurturing the self-esteem
Self-Confidence
Responsibility

VISION STATEMENT

It is our vision to value the whole child and empower all students to reach their full potential academically, socially, physically, and emotionally in order to positively impact themselves and the world around them.

SCHOOL DESCRIPTION

Aspen Elementary School is a safe, nurturing, and child-centered learning community. Our teaching staff consists of 15 general education teachers, 3 special education teachers, and 1 Learning Center teacher, serving approximately 390 students in Transitional Kindergarten through Fifth Grade. Our caring, dedicated staff and a strong parent community work collaboratively to support, encourage, and empower Aspen students with the necessary knowledge, skills, mindsets, and character traits to build a strong educational foundation. At Aspen, we are committed to providing a comprehensive education that meets the academic, cultural, social, and emotional needs of our students and prepares them to lead responsible and meaningful lives. The Aspen "Roadrunners" are well-rounded students who benefit from our rigorous, standards-based, 21st Century Learning program balanced with an emphasis on the visual and performing arts and technological sciences. Aspen Elementary is a California Distinguished School, an Eco-Friendly School, and a California Business for Education Excellence Honor Roll School Award recipient.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 104 |
| Grade 1 | 41 |
| Grade 2 | 53 |
| Grade 3 | 66 |
| Grade 4 | 61 |
| Grade 5 | 56 |
| Total Enrollment | 381 |

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.5 |
| Asian | 7.3 |
| Filipino | 2.4 |
| Hispanic or Latino | 19.2 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 61.2 |
| Two or More Races | 8.9 |
| Socioeconomically Disadvantaged | 19.4 |
| English Learners | 11.3 |
| Students with Disabilities | 16 |
| Homeless | 0.3 |

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 | 21 | 20 | 19 | 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 |
|----------------|---|-----------------------------------|---|
|----------------|---|-----------------------------------|---|

| 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 or 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 or 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 or 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 or 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 or 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 Student 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 | 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 |
| Foreign Language | N/A | | |
| Health | Grades K-3: Health W ave 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, a team that consists of all or many of the following personnel, inspects each school in the Conejo Valley Unified School District: Site Administrator, Director of Maintenance and Operations, Director of Planning and New Construction, and the Assistant Superintendent. A facilities evaluation is completed documenting the condition of the school in a variety of areas including the cleanliness of restrooms, condition of roofs, paving and walkways, HVAC systems, landscape maintenance, etc. Any observed condition that represents a threat to the health and safety of students and staff is annotated for immediate correction. Notes include items that could improve the utility, appearance, or safety of the school and are recorded and evaluated for potential placement on the District’s annual Major Projects List. The projects included on the final Major Projects List are based upon a priority assessment of all identified District schools’ needs and the funds available to address those needs. The Board of Education approves the final list in the spring, so the majority of the projects listed are completed the following summer. Funds available through participation in the State’s Deferred Maintenance Program represent a significant source of support for the annual Major Projects List each year. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction and has had no required contribution to the Deferred Maintenance Fund since the 2008-09 school year. Therefore, the State’s annual contribution is available for other “educational purposes”. This flexibility continues through the current school year. Deferred Maintenance Program projects will be prioritized and financed with carryover funds from previous budgets or as augmented by future funds.

The District provides 1.5 full-time custodians at Aspen Elementary and they follow District-defined cleaning standards and schedules to ensure that the school provides our students and staff with a clean, healthy, and attractive learning environment. Aspen Elementary opened in 1967. Sited on 10.98 acres of land, the school has 25 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 Aspen is 400 students. The most recent inspection was on December 23, 2019.

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: 12/1/2020

| 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 | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Poor | 8: Asphalt areas need crack seal, seal coat, and re-stripping. |
| 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) | 59 | N/A | 66 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 60 | 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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 |
| 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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 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) | 57 | 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)

Aspen's staff, parent community, and business community partners have consistently supported our school and helped us earn our reputation for excellence. We invite your participation through opportunities such as our Parent Faculty Association, School Site Council Membership, and our English Language Advisory Committee. We welcome your involvement on special committees such as GATE, Odyssey of the Mind, Aspen Technology Committee, and the Aspen Innovation, Design, Experiment, and Arts (IDEA) Team. Parents also enrich our students' experience by volunteering in the classrooms, library, and computer labs. Our students truly benefit from the enthusiastic commitment of our stakeholders to our school's outstanding educational programs and services. Individuals interested in volunteering in any capacity at Aspen Elementary School may contact the principal, Mae Tietjen, at (805) 495-2810. We welcome you to Aspen and encourage you to join us in creating great futures for our students.

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 | 0.3 | 0.3 | 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 | 0.0 | 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 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 18 | 4 | 1 | | 17 | 4 | 1 | | 19 | 4 | 1 | |
| 1 | 22 | | 2 | | 23 | | 2 | | 19 | 2 | | |
| 2 | 22 | | 3 | | 23 | | 2 | | 22 | | 2 | |
| 3 | 18 | 1 | 2 | | 18 | 1 | 3 | | 23 | | 2 | |
| 4 | 30 | | 2 | | 25 | | 2 | | 29 | | 2 | |
| 5 | 25 | 1 | 2 | | 24 | 1 | 2 | | 24 | | 2 | |
| Other** | | | | | | | | | 14 | 3 | 1 | |

*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) | |
| Library Media Services Staff (Paraprofessional) | 0.56 |
| Psychologist | 0.41 |
| Social Worker | 0.48 |
| Nurse | 0.44 |
| Speech/Language/Hearing Specialist | 1.10 |
| Resource Specialist (non-teaching) | 6.25 |
| Other | 9.19 |

*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 | \$9,837 | \$2,922 | \$6,915 | \$94,020 |
| District | N/A | N/A | \$6,693 | \$84,606 |
| Percent Difference - School Site and District | N/A | N/A | 3.3 | 10.5 |
| State | N/A | N/A | \$7,750 | \$84,577 |
| Percent Difference - School Site and State | N/A | N/A | -11.4 | 10.6 |

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 |
| 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.