

Wildwood Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

| School | |
|--|---|
| School Name | Wildwood Elementary |
| Street | 620 West Velarde Dr. |
| City, State, Zip | Thousand Oaks, Ca, 91360-1399 |
| Phone Number | 805-492-3531 |
| Principal | Donna Vollmer, Principal |
| E-mail Address | dvollmer@conejousd.org |
| Web Site | http://www.conejousd.org/wildwood |
| County-District-School (CDS) Code | 56737596084933 |

| District | |
|----------------------------------|--|
| District Name | Conejo Valley Unified |
| Phone Number | (805) 497-9511 |
| Web Site | http://www.conejousd.org |
| Superintendent First Name | Jeffrey |
| Superintendent Last Name | Baarstad |
| E-mail Address | jbaarstad@conejousd.org |

Last updated: 1/21/2015

School Description and Mission Statement (Most Recent Year)

MISSION STATEMENT

Wildwood Elementary School reflects the District's mission by encouraging students to become independent learners who will develop leadership skills.

SCHOOL DESCRIPTION

Wildwood Elementary School is a community-oriented school located in northern Thousand Oaks. Learning at Wildwood is a team effort between students, staff, and home.

Our accomplished faculty has a united focus in providing challenging and meaningful standards-based experiences for our students. We view every child as an individual with unique qualities and needs. These individual differences are valued and nurtured through thoughtful and progressive teaching. We celebrate that children learn in a variety of ways and recognize the importance of presenting curriculum in multiple modalities. Special scheduling provides our teachers with grade level planning time to assist them in planning instruction appropriate to the level of each child.

Our school has a high academic focus which is enhanced by technology in every classroom. Our curriculum provides thematic, meaning-centered, integrated, hands-on experiences for all children in all areas. Children grow socially and emotionally through our emphasis on social responsibility and citizenship. We are proud that our students are inspired to become able, confident life-long learners who contribute to our society.

It is our goal to develop proficient readers and writers who value language as a tool to express thoughts, beliefs, and ideas. Learning mathematical skills and engaging in creative problem solving will prepare students for real world application. Knowledge and learning are valued as students develop pride of workmanship and respect for others. The school-wide goals are developed by the teachers, parents and principal following the State and District Standards. The staff believes in high standards, creating a culture where high expectations equal high results. Students not making expected progress are assisted by a strong intervention program. In addition to an effective academic program, Wildwood helps its students grow socially and emotionally through our emphasis on social responsibility and citizenship. Our students and staff are committed to following the ROAR Guidelines: Tigers succeed when we...

Respect ourselves and others.

Offer kindness and encouragement.

A lways do our best.

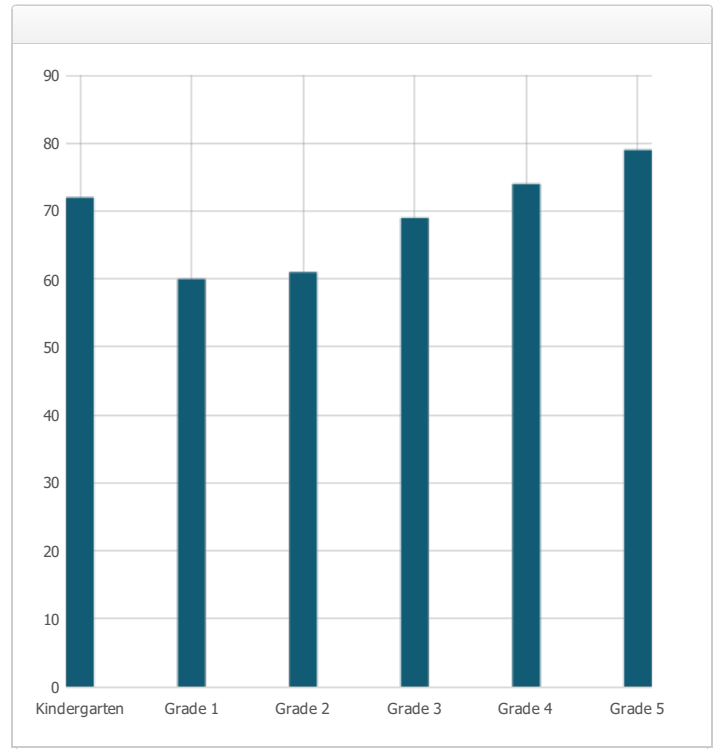
R eady to learn!

Our Character Education Program and monthly awards assemblies recognize positive behavior and academic accomplishment. The Wildwood spirit and sense of community are clearly shown through our Student Council, parent facilitated Art Masters program, after school activities, Jog-a-Thon, family movie nights, and other enrichment activities. Wildwood is devoted to exceptional teaching and community involvement.

Last updated: 1/8/2015

Student Enrollment by Grade Level (School Year 2013-14)

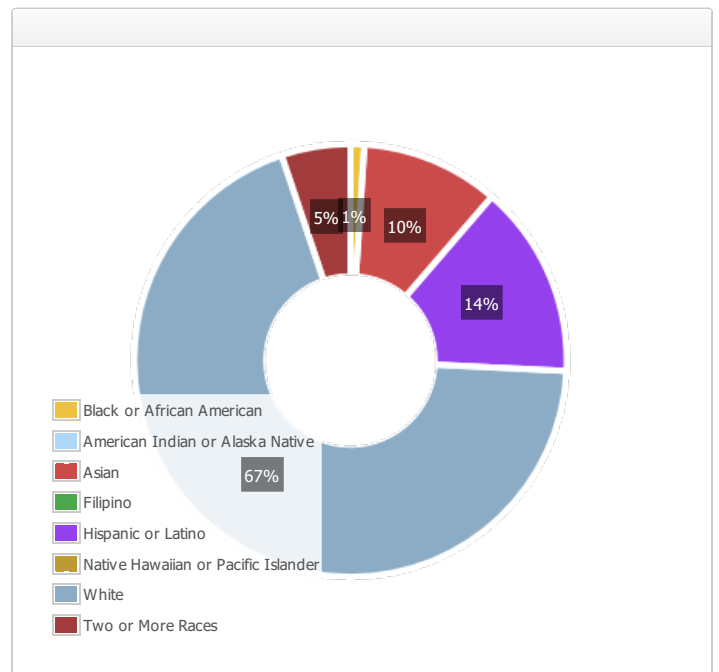
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 72 |
| Grade 1 | 60 |
| Grade 2 | 61 |
| Grade 3 | 69 |
| Grade 4 | 74 |
| Grade 5 | 79 |
| Total Enrollment | 415 |



Last updated: 1/8/2015

Student Enrollment by Student Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 10.4 |
| Filipino | 0.7 |
| Hispanic or Latino | 14.9 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 67.5 |
| Two or More Races | 5.5 |
| Socioeconomically Disadvantaged | 16.4 |
| English Learners | 10.6 |
| Students with Disabilities | 6.0 |



Last updated: 1/8/2015

A. Conditions of Learning

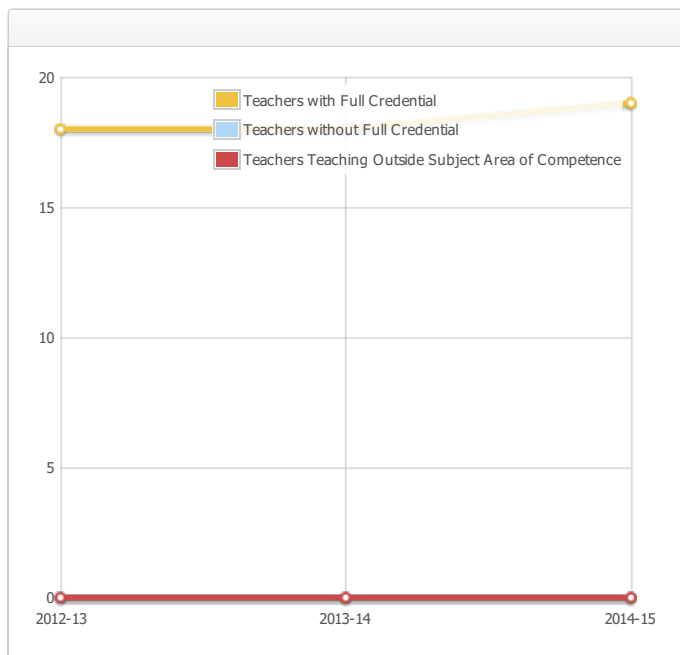
State Priority: Basic

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

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

Teacher Credentials

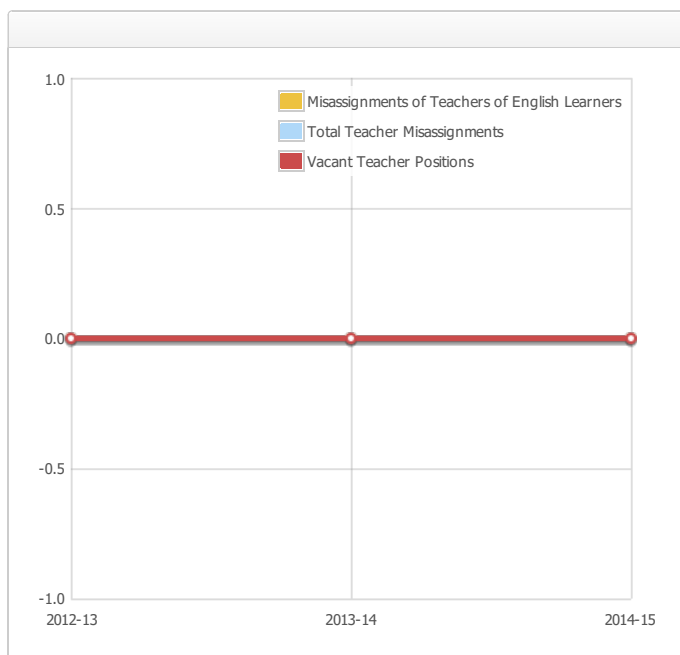
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 18 | 18 | 19 | 863 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 16 |



Last updated: 12/16/2014

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| 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.

Last updated: 12/16/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

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

Last updated: 12/16/2014

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | <p>Kindergarten: 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: 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: 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: McGraw Hill: California Treasures Student Edition Books 1-2; Core Literature: Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney, The Velveteen Rabbit by Margery Williams, Charlotte's Web by E.B. White, Ramona Quimby, Age 8 by Beverly Cleary</p> <p>Grade 4: McGraw Hill: California Treasures Student Edition; Core Literature: Island of the Blue Dolphins by Scott O'Dell, By the Great Horn Spoon by Sid Fleischman, The Little House in the Big Woods by Laura Ingalls Wilder, Ben and Me by Robert Lawson, Hatchet by Gary Paulsen,</p> <p>Grade 5: McGraw Hill: California Treasures Student Edition; Core Literature: Ben and Me by Robert Lawson, Hatchet by Gary Paulsen, 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> | Yes | 0.0 |
| Mathematics | <p>Kindergarten: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math: My First Math Book (Common Core)</p> <p>Grade 1: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 2: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 3: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 4: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 5: McGraw Hill: Everyday Math Student Materials Initial Set; Everyday Math My Reference Book (Common Core)</p> | Yes | 0.0 |

| | | | |
|--|---|-----|-----|
| Science | <p>Kindergarten: <i>FOSS Science Kits</i>- Wood and Paper; Animals Two by Two; Trees</p> <p>Grade 1: <i>FOSS Science Kits</i> - Solids and Liquids; Air and Weather; Plants and Animals</p> <p>Grade 2: <i>FOSS Science Kits</i> - Balance and Motion; Insects and Plants; Pebbles, Sand and Silt</p> <p>Grade 3: <i>Houghton Mifflin</i> - California Science Study Guide and Interactive Text</p> <p>Grade 4: <i>Houghton Mifflin</i> - California Science Study Guide and Interactive Text</p> <p>Grade 5: <i>Houghton Mifflin</i> - California Science Study Guide and Interactive Text</p> | Yes | 0.0 |
| History-Social Science | <p>Kindergarten: <i>Pearson/Scott Foresman</i>: Read Aloud Program 1-11</p> <p>Grade 1: <i>Pearson/Scott Foresman</i>: Read Aloud Program 1-16</p> <p>Grade 2: <i>Pearson/Scott Foresman</i>: Read Aloud Program 1-13</p> <p>Grade 3: <i>Pearson/Scott Foresman</i>: Our Communities, CA Edition</p> <p>Grade 4: <i>Pearson/Scott Foresman</i>: Our California</p> <p>Grade 5: <i>Pearson/Scott Foresman</i>: Our Nation</p> | Yes | 0.0 |
| Foreign Language | N/A | | 0.0 |
| Health | <p>Grades K-3: Health Wave</p> <p>Grades 4-5: Healthy You!</p> | | 0.0 |
| Visual and Performing Arts | <p>MUSIC: <i>McGraw Hill</i>: Share the Music</p> <p>ART: Portfolio: A State of the Art by Barrett Kendall</p> | Yes | 0.0 |
| Science Laboratory Equipment (grades 9-12) | N/A | | 0.0 |

Last updated: 1/22/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Each fall, all schools in the Conejo Valley Unified School District are inspected by a team which consists of all or many of the following personnel; Site Administrator, 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 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 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 1.75 full-time custodians at Wildwood 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.

Wildwood Elementary was opened in 1972. Sited on 9.35 acres of land, the school has 22 classrooms, a multipurpose room, a library and an administration building. The campus underwent modernization in 2006, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Wildwood is 450 students. The school was inspected by the District Site Inspection Team on September 29, 2014.

Last updated: 1/6/2015

School Facility Good Repair Status - Most Recent Year

| 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 | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate - Most Recent Year

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/6/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 82 |
| All Students at the School | 81 |
| Male | 84 |
| Female | 76 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 38 |
| Native Hawaiian or Pacific Islander | |
| White | 90 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 63 |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/8/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 74% | 79% | 80% | 76% | 77% | 77% | 54% | 56% | 55% |
| Mathematics | 77% | 81% | 81% | 66% | 66% | 66% | 49% | 50% | 50% |
| History-Social Science | N/A | N/A | N/A | 72% | 71% | 75% | 48% | 49% | 49% |

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/8/2015

Academic Performance Index Ranks – Three-Year Comparison

| API Rank | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide | 9 | 9 | 10 |
| Similar Schools | 1 | 1 | 3 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/8/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2011 | Actual API Change 2012 | Actual API Change 2013 |
|-------------------------------------|------------------------|------------------------|------------------------|
| All Students at the School | -22 | 16 | 13 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| White | -14 | 15 | 12 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/8/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 20.0% | 30.0% | 32.5% |

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.

Last updated: 1/8/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Wildwood's Parent Teacher Association (PTA) supports the school and its programs. Parents are actively involved in classrooms, the Library, Enrichment Classes, the Arts Program and a variety of fundraisers and family activities. Parents serve as leaders and members on the School Site Council, ELAC and the GATE program. Please call our office manager, Beate Kunze at 492-3531, to inquire about volunteering or to volunteer for one of our Wildwood programs.

State Priority: Pupil Engagement

Last updated: 12/16/2014

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

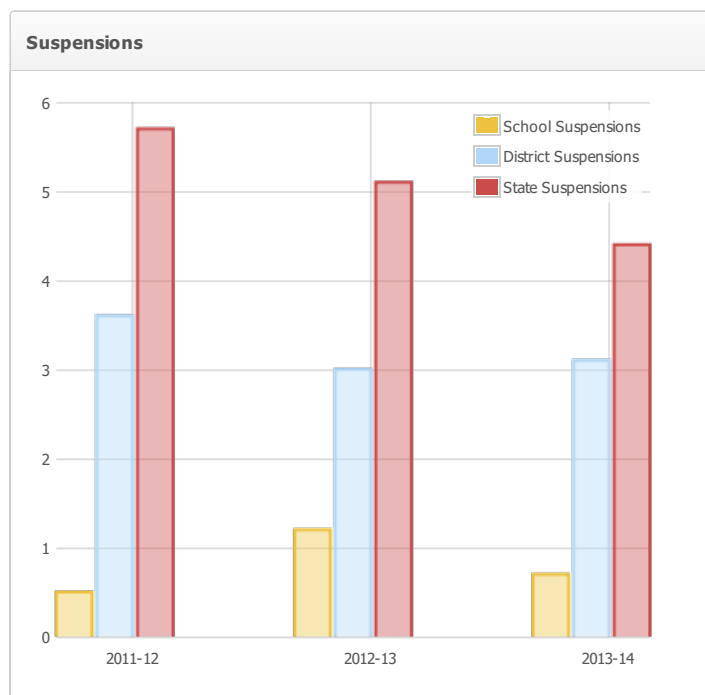
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 0.50 | 1.20 | 0.70 | 3.60 | 3.00 | 3.10 | 5.70 | 5.10 | 4.40 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.20 | 0.10 | 0.00 | 0.10 | 0.10 | 0.10 |



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

Approved, site specific, District Disaster Preparedness Plans and School Safety Plans covering all district and school site facilities are reviewed with staff and updated at the beginning of each school year. 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. District policies and administrative regulations are reviewed and updated on a regular basis to remain current and consistent with new law.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies is located at all sites in preparation for possible emergency use. Moreover, through recent major technology upgrades at each school site, new alarm systems and telephones in every classroom are available for emergency use.

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. Through a generous donation, the District has also installed Automated External Defibrillators.

The District also has partnered with the City of Thousand Oaks, the Conejo Recreation and Park District and the Ventura County Sheriff's Department 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 Student Resource Officer (TOPD).

Last updated: 12/12/2014

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | N/A | N/A |
| Met Participation Rate - English-Language Arts | N/A | N/A |
| Met Participation Rate - Mathematics | N/A | N/A |
| Met Percent Proficient - English-Language Arts | N/A | N/A |
| Met Percent Proficient - Mathematics | N/A | N/A |
| Met Graduation Rate | N/A | N/A |

Last updated: 1/14/2015

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | 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 | 100.0% |

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/14/2015

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20.7 | 3 | 0 | 0 | 29.0 | 1 | | 1 | 18.0 | 1 | 3 | |
| 1 | 22.0 | 3 | 0 | 0 | 21.0 | 1 | 2 | | 20.0 | 1 | 2 | |
| 2 | 21.0 | 3 | 0 | 0 | 21.0 | 1 | 2 | | 20.0 | 2 | 1 | |
| 3 | 21.3 | 4 | 0 | 0 | 18.0 | 1 | 3 | | 23.0 | | 3 | |
| 4 | 33.0 | 0 | 0 | 3 | 36.0 | | | 2 | 25.0 | 1 | 2 | |
| 5 | 34.5 | 0 | 0 | 2 | 34.0 | | | 2 | 26.0 | 1 | 1 | 1 |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

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

Last updated: 1/8/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | 0.1 | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | 0.6 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.4 | N/A |
| Resource Specialist (non-teaching) | 0.9 | N/A |
| Other | 2.7 | 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.

Last updated: 1/20/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|---|--|-------------------------------|
| School Site | \$6,423 | \$1,239 | \$5,185 | \$72,438 |
| District | N/A | N/A | \$4,805 | \$69,918 |
| Percent Difference – School Site and District | N/A | N/A | 8.00% | 4.00% |
| State | N/A | N/A | \$4,690 | \$69,360 |
| Percent Difference – School Site and State | N/A | N/A | 11.00% | 4.00% |

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

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)

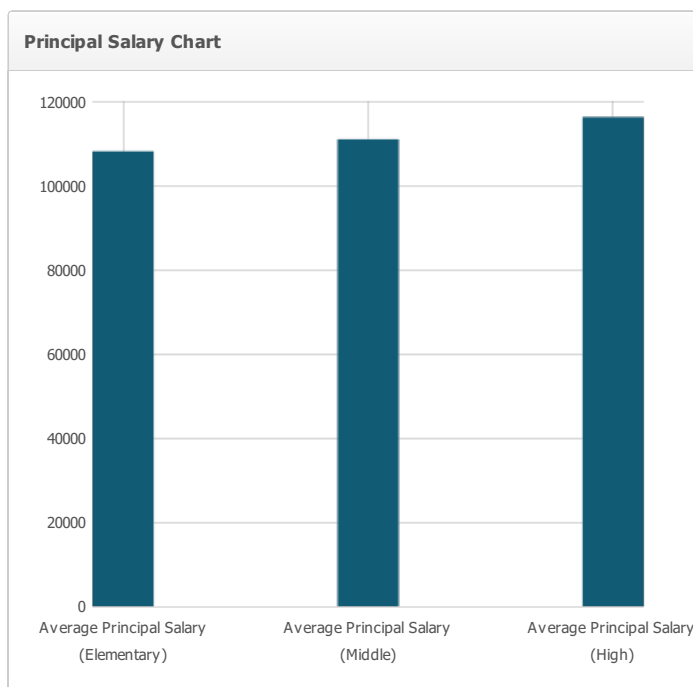
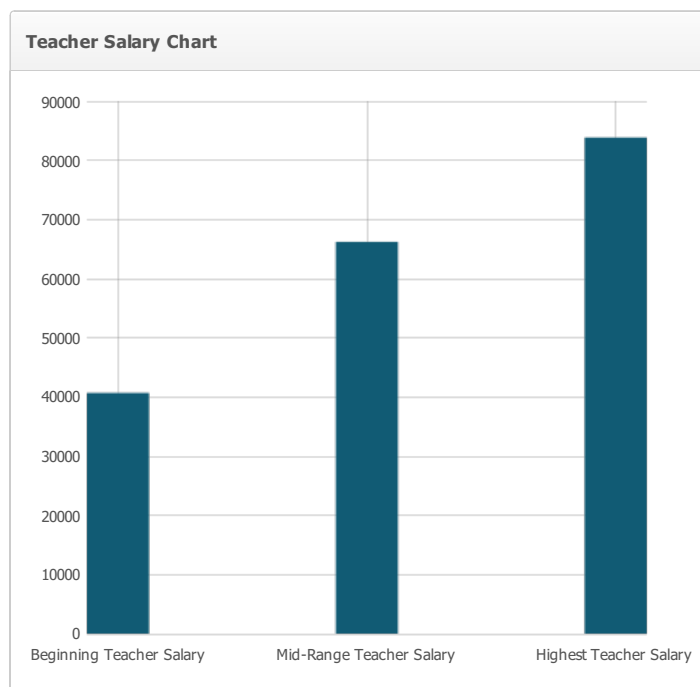
The per pupil expenditures include funds spent for all educational services including transportation, food services, health services, instructional materials and maintenance. Funding was allocated from district general funds, designated one-time allocations for special needs, and special categorical funds from state and federal resources. The main programs funded from Categorical and Specialized Funds were: School Enhancement Program (SEP) – (High Schools); Economic Impact Aid (EIA) - (All schools); Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools); School Improvement Program (All Schools); School Safety Program (Middle and High Schools); Gifted and Talented Education (All schools); Title I Services including PI transportation (school choice) and Supplemental Educational Services (Four elementary schools); Title IIA - (All schools); and Title III - English Language Learners (All schools).

Last updated: 1/22/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,699 | \$41,318 |
| Mid-Range Teacher Salary | \$66,218 | \$65,615 |
| Highest Teacher Salary | \$83,846 | \$84,981 |
| Average Principal Salary (Elementary) | \$108,076 | \$107,624 |
| Average Principal Salary (Middle) | \$110,939 | \$112,817 |
| Average Principal Salary (High) | \$116,222 | \$121,455 |
| Superintendent Salary | \$183,002 | \$206,292 |
| Percent of Budget for Teacher Salaries | 43.0% | 40.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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



Last updated: 1/8/2015

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. The

district also provides an induction program (Beginning Teacher Support and Assessment - BTSA) for first year and second year teachers, as well as a variety of professional development activities that are grade level or content specific.

Professional development strategies such as workshops, institutes and academies, as well as job-embedded activities are related to College and Career Readiness, Smarter Balanced Assessments and other proficiencies required to meet the needs of all students.

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

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

The District is committed to providing professional development activities to every educator to improve the instructional process and enhance student achievement. The District provides two full days of staff development for all teachers. Teachers participate in additional full day and partial day staff development activities related to curriculum, assessment, report cards, and serving special populations.

Last updated: 12/12/2014