SIMI VALLEY UNIFIED SCHOOL DISTRICT

101 W. Cochran Street • Simi Valley, CA 93063 • (805) 306-4500 • www.simivalleyusd.org

CRESTVIEW ELEMENTARY SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

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SCHOOL ACCOUNTABILITY REPORT CARD

2018-19 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2020

PRINCIPAL'S MESSAGE

Crestview strives to provide all students with a positive and challenging learning environment that empowers them to become responsible, productive citizens. Crestview's success is built on the partnership between students, parents, staff and the community all working together to develop the social, emotional, academic and physical well-being of all children. We emphasize that learning is not confined to four walls of a classroom and that it does not end with the school year. We acknowledge that we learn best in an environment of sharing, caring, laughing, questioning, learning, and growing. Crestview Elementary School, inspiring a passion for learning!

Crestview Elementary School is the proud home of the CATS Academy (Creative Arts, Technology and Science). CATS offers students an immersive, enrichment-filled educational experience built around the fine arts and sciences. Our students are exposed to the wonders of art and science, while still exploring the rigorous academic curriculum needed to grow. CATS Academy is a Connected Learning Program linked with Hillside Middle School and Santa Susana High School.

DISTRICT & SCHOOL DESCRIPTION

SIMI VALLEY UNIFIED SCHOOL DISTRICT

Simi Valley Unified School District offices are located in the northwest region of the city of Simi Valley. During the 2018-19 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 16,451 students in grades TK-12. The district's student population is comprised of 11.2% identified as English learners, 12.4% receiving special education services, 0.3% identified as foster youth, 0.3% identified as homeless, and 34.8% enrolled in the Free & Reduced-Price Meal program.

OUR MOTTO
From here to anywhere.

OUR PROMISE
The Simi Valley Unified School District offers the families of Simi Valley and the surrounding area a vibrant portfolio of educational choices built on a common sense of community, and the common purpose of inspiring each and every student to succeed in school, career and life.

We believe that the best student outcomes are achieved when we provide:

Rigorous academic programs, relevant to a diverse and changing world;

High expectations that respect the differences in our students;

Exceptional instruction in an innovative learning environment;

Opportunities for our students to build confidence and strong character; and

Participation of everyone in our students' success.

CONTENTS

We are driven, proud, and passionate about the personal and intellectual success of each and every student.

No matter where the future takes you, the road to success runs through Simi Valley.

CRESTVIEW ELEMENTARY SCHOOL

During the 2018-19 school year, Crestview Elementary School served 308 students in grades TK-6. Student enrollment included 14.6% receiving special education services, 20.8% qualifying for English learner support, and 49.4% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.7%	Kindergarten	70
American Indian or Alaskan Native		Grade 1	46
Asian	1.6%	Grade 2	39
Filipino	0.3%	Grade 3	27
Hawaiian or Pacific Islander		Grade 4	53
Hispanic or Latino	54.4%	Grade 5	36
White	38.8%	Grade 6	37
Two or More Races	4.2%	Grade 7	
Socioeconomically Disadvantaged	49.4%	Grade 8	
English Learners	20.8%		
Students with Disabilities	14.6%		
Homeless			
Foster Youth		Total Enrollment	308

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Jog-A-Thon
Turkey Trot

Committees
English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
CATS Academy
Music Program
Accelerated Reader
Back to School Night
Coffee & Conversation
Fall & Spring Carnival
Field Day
Jog-A-Thon
Student Performances
Student Recognition Assemblies

SCHOOL NEWS

Parents stay informed on upcoming events and school activities through email, flyers, the school marquee, Cougar Tracks (weekly emails), the school website, Aeries Portal, and Blackboard Connect (automated telephone message delivery system). Contact the school office manager, Pam Waxman, at (805) 520-6715 for more information on how to become involved in your child's learning environment.

STUDENT ACHIEVEMENT

PHYSICAL FITNESS

In the spring of each year, Crestview Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

California Physical Fitness Test Results 2018-19			
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	16.7%	8.3%	5.6%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Crestview Elementary's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at www.simivalleyusd.org.

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	CES		SVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8

Percentage of Students Meeting or Exceeding the State Standards

	CES		SVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	27	36	55	54	50	50
Mathematics	29	30	43	43	38	39

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	152	143	94.08%	5.92%	36.36%	152	147	96.71%	3.29%	29.93%
Male	76	72	94.74%	5.26%	26.39%	76	73	96.05%	3.95%	21.92%
Female	76	71	93.42%	6.58%	46.48%	76	74	97.37%	2.63%	37.84%
Black or African American	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	89	83	93.26%	6.74%	32.53%	89	87	97.75%	2.25%	24.14%
White	52	49	94.23%	5.77%	42.86%	52	49	94.23%	5.77%	42.86%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	86	80	93.02%	6.98%	26.25%	86	83	96.51%	3.49%	24.10%
English Learners	49	44	89.80%	10.20%	20.45%	49	48	97.96%	2.04%	14.58%
Students with Disabilities	41	38	92.68%	7.32%	0.00%	41	38	92.68%	7.32%	0.00%

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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

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

A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2018-19 Campus Improvements:
• Installation of new perimeter fencing
• Installation of a new school marquee
• Addition of blacktop where needed

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Crestview Elementary. The day custodian is responsible for:

• Classroom cleaning
• Cafeteria setup/cleanup
• General grounds maintenance
• Lunch area setup/cleanup
• Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1965
	Quantity
# of Permanent Classrooms	25
# of Portable Classrooms	1
# of Restrooms (student use)	6
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge	1
Staff Work Room	1
Computer Lab	1
Occupational Therapist Room	1
Math 360 Lab	1

SUPERVISION & SAFETY

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus supervisors are strategically assigned to designated entrance areas and the playground. Breakfast is served in the cafeteria and is monitored by a campus supervisor. During recess and lunch, campus supervisors monitor playground activity. At the end of the day when students are dismissed, campus supervisors monitor student behavior to ensure a safe and orderly departure.

Crestview Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Crestview Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2019.

SCHOOL INSPECTIONS

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Crestview Elementary School took place on November 1, 2019. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Crestview Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

School Facility Good Repair Status				
Item Inspected				Repair Status
Inspection Date: November 1, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Suspensions and Expulsions									
	CES			SVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	1.20%	1.20%	2.70%	3.00%	1.40%	3.20%	3.60%	3.50%	3.50%
Expulsions (%)	0.29%	0.00%	0.00%	0.15%	0.12%	0.00%	0.09%	0.08%	0.10%

All teachers at the Crestview Elementary School have been trained on Classroom Instruction That Works (CITW) and the program has been fully implemented. CITW is a program that consists of effective research-based strategies that are proven to increase student achievement.

The Simi Valley Unified School District maintains a firm policy prohibiting all forms of bullying. Everyone is to be treated with respect and dignity. Bullying by anyone, including students, teachers, administrators, or other adults will not be tolerated by any circumstances. Administrators will respond to all reports of alleged bullying in a timely manner.

CLASS SIZE DISTRIBUTION

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Crestview Elementary revolve around the California State Standards. During the 2018-19 school year, Crestview Elementary held staff development devoted to:

- BUILD Mathematics
- California State Standards
- CAASPP Data
- CATS Academy
- Classroom Instruction That Works (CITW)
- Digital Citizenship
- English Language Development (ELD)
- Integrating Daily Five Across the Board
- Intervention for ELD Students
- Medal of Honor
- Next Generation Science Standards
- Panorama Education
- PAWS for CAASPP
- PAWS for CATS Academy
- PAWS Professional Academy with Staff
- Professional Learning Communities
- Response to Intervention (RtI)
- Technology Training

Average Class Size and Class Size Distribution				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0	1	2	
1				
2	26.0		2	
3	24.0		2	
4	35.0			1
5	36.0			2
6	36.0			1
2017-18				
K	21.0	1	2	
1	26.0		1	
2	28.0		1	
3	26.0		2	
4	25.0		1	
5	33.0			2
6	27.0		1	
2018-19				
K	20.0	2	2	
1	28.0		1	
2	29.0		2	
3	26.0		1	
4	26.0		2	
5	36.0			1
6	32.0		1	2
Other**	14.0	1		

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

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Crestview Elementary supports ongoing professional growth on weekly early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions such as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18, 2018-19, and 2019-20 school years, Crestview Elementary School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2017-18	3 days

- Math Standards & Implementation
- Medal of Honor Curriculum

2018-19	3 days

- Renaissance Training
- Digital Educator Institute
- Intervention Training
- Next Generation Science Standards
- Technology

2019-20	3 days

- Achieve 3000 & Suicide Prevention
- Aeries Training
- Assessment Training
- BBURST Training
- Classroom Instruction That Works
- Digital Citizenship
- ELA/ELD Textbook Adoption Training
- ELPAC Training
- Google Training
- Growth Mindset
- History/Social Science Textbook Adoption Training
- Math Textbook Adoption Training
- Medal of Honor
- MobyMax Training
- Next Generation Science Standards
- Panorama Social Emotional Learning
- Project Management Training
- Response to Intervention
- Science Textbook Adoption Training
- Shmoop Training
- Word Recognition & Fluency

Simi Valley Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies and methodologies. During the 2017-18, 2018-19, and 2019-20 school years Crestview Elementary School's teachers had the opportunity to attend supplemental professional development offered by the district in the following areas:

• CUE Power Up
• Google Suite
• Google Apps
• Response to Intervention
• ELA / ELD Curriculum
• History / Social Science Curriculum
• Mathematics
• Next Generation Science Standards
• Formative Assessments
• Classroom Instruction that Works
• Medal of Honor Curriculum
• Educational Technology
• English Language Development (ELD) Training

Crestview Elementary offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Simi Valley Unified School District are currently being aligned to the California State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On October 8, 2019, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 09-19/20 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts,

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt: *Journeys*	0%
2008	Yes	Santillana: *Santillana Intensive English*	0%
2017	Yes	McGraw-Hill: *World of Wonders*	0%
Math			
2015	Yes	McGraw-Hill: *My Math*	0%
Science			
2007	Yes	Delta Education: *FOSS (Full Option Science System)*	0%
Social Science			
	Yes	*California Studies Weekly*	0%

and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

Professional Staff

Teacher Assignment

During the 2018-19 school year, Crestview Elementary School had 15 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	CES			SVUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	14	16	16	774	788	794
Teachers with Full Credential	14	15	16	768	779	787
Teachers without Full Credential	0	1	0	6	9	7
Teaching Outside Subject Area (with full credential)	0	0	0	79	78	73
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	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.*

Counselors & Support Personnel

Crestview Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Crestview Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor		0.0
Adaptive PE Specialist	As Needed	
Library Clerk	1	0.3
Nurse	As Needed	
Occupational Therapist	1	0.2
Psychologist	1	0.5
Resource Officer	As Needed	
Speech Therapist	1	1.0
Program Specialist	As needed	
Intensive Behavioral Interventionist	As Needed	

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Crestview Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Crestview Elementary's SARC and access the internet at any of the county's public libraries. The closest public library to Crestview Elementary is Simi Valley Library, a branch of Ventura County Library.

Simi Valley Library
2969 Tapo Canyon Road
Simi Valley, CA
Telephone: (805) 526-1735
Hours: Monday-Thursday: 10am-8pm
        Friday & Sunday: 1pm-5pm
        Saturday 10am-5pm
Computers Available: 32
Printers Available: Yes

District Expenditures

Salary & Budget Comparison
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student
For the 2017-18 school year, Simi Valley Unified School District spent an average of $10,407 to educate each student (Current Expense of Education per ADA, based on 2017-18 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,641	51,374
Mid-Range Teacher Salary	71,843	80,151
Highest Teacher Salary	92,830	100,143
Average Principal Salaries:		
Elementary School	101,380	126,896
Middle School	112,898	133,668
High School	121,964	143,746
Superintendent Salary	227,665	245,810
Percentage of Budget For:		
Teacher Salaries	34	35
Administrative Salaries	5	5

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
	Dollars Spent Per Student				
Expenditures Per Pupil	CES	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,383	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,364	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,019	5,718	105.3%	7,507	80.2%
Average Teacher Salary	68,589	78,540	87.3%	82,031	83.6%

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

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

• After School Education & Safety (ASES)
• California Clean Energy Jobs Act
• Career Technical Education Incentive Grant Program
• Education Protection Account
• Governor's CTE Initiative: California Partnership Academies
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other Local: Locally Defined
• Special Education
• State Lottery
• STRS On-Behalf Pension Contributions
• Title I, II, III
• Tobacco-Use Prevention Education

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials data was acquired in October 2019, and school facilities reports were acquired in December 2019.

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