

2018-19 School Accountability Report Card

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CITRUS GLEN ELEMENTARY SCHOOL
9655 DARLING ROAD, VENTURA, CA 93004
(805) 672-0220

KARIN JUST, PRINCIPAL
GRADES K-5

PRINCIPAL'S MESSAGE

On behalf of the Citrus Glen Elementary community, I'd like to thank you for taking an interest in our school. The purpose of this School Accountability Report Card is to provide information about our instructional programs, academic achievement, materials and resources, facilities and staff. Information regarding Ventura Unified School District is also included.

At Citrus Glen Elementary we educate the 'whole child' offering rigorous academics alongside multiple opportunities to develop the social-emotional skills necessary to succeed in today's world. Students engage in dance classes, school gardens, visual and performing arts, science and engineering projects, book clubs, field trips and a variety of experiences designed to offer a well-rounded education that inspires curiosity and lifelong learning.

We have a highly-experienced, collaborative staff committed to working with every child to ensure his or her success. Teachers differentiate within the classroom, work together with various specialists and involve families in helping students reach their full potential. We believe in a growth mindset, working with students to internalize the relationship between hard work and progress. Our campus-wide motto of "Be Kind-Be Safe-

Be Responsible" works to build student ownership of learning and behavior.

We are grateful for the involvement of our wonderful Citrus Glen families who work hard alongside us! We welcome feedback and suggestions as we work together to offer the best education possible for our students.

Honors

A California
Distinguished School



District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Board of Education

SABRENA RODRIGUEZ
JACKIE MORAN
MATTHEW ALMARAZ
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

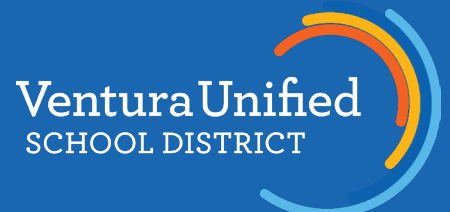
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VENTURA UNIFIED SCHOOL DISTRICT

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DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Citrus Glen Elementary School

At the beginning of the 2018-19 school year, 562 students were enrolled, including 8.0% in special education, 20.8% qualifying for English Language Learner support, 4.8% homeless, 0.2% foster youth, and 51.4% qualifying for free or reduced price lunch. The educational programs at the school are tailored to meet the needs of each student. Citrus Glen Elementary is dedicated to providing a safe, comprehensive educational experience.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.9%	Kindergarten	92
American Indian or Alaskan Native	0.4%	Grade 1	85
Asian	2.8%	Grade 2	99
Filipino	0.7%	Grade 3	93
Hawaiian or Pacific Islander	0.2%	Grade 4	96
Hispanic or Latino	54.8%	Grade 5	97
White	35.1%	Grade 6	0
Two or More Races	5.2%	Grade 7	0
Socioeconomically Disadvantaged	51.4%	Grade 8	0
English Learners	20.8%		
Students with Disabilities	8.0%		
Homeless	4.8%		
Foster Youth	0.2%	Total Enrollment	562

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the 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:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- 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.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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).
- 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.

- 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.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

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. Parents stay informed on upcoming events and school activities through Edulink, the school website, flyers, monthly PTA Newsletter, weekly classroom newsletters, and Parent Connect. School-to-home communication is provided in English and Spanish. Contact the PTA representative at (805) 672-0220 or visit our website for more information on how to become involved in your child's learning environment. If there is an area not listed where you would like to contribute, please contact us.

Opportunities to Volunteer

- Classroom Helper
- Office Helper
- Library Helper

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Superintendent's Parent Advisory Council

- School Activities
- 100 Day
 - Art Walk
 - Back to School Night
 - Book Fair
 - Dr. Seuss Read the Day Away
 - Earth Week
 - Family Movie Night
 - Family Picnic
 - Glow Party
 - Jog-a-Thon
 - Parent Conferences
 - School Dance
 - Spelling Bee
 - Student Performances
 - School Carnival
 - Science Night
 - Walk/Bike to School

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/.

STUDENT ACHIEVEMENT

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

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Citrus Glen		VUSD		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 for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Citrus Glen		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	48	56	54	55	50	50
Mathematics	57	58	42	44	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	286	279	97.55%	2.45%	55.56%	286	280	97.90%	2.10%	58.21%
Male	139	138	99.28%	0.72%	52.90%	139	138	99.28%	0.72%	57.25%
Female	147	141	95.92%	4.08%	58.16%	147	142	96.60%	3.40%	59.15%
Black or African American	--	--	--	--	--	--	--	--	--	--
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	157	153	97.45%	2.55%	39.22%	157	153	97.45%	2.55%	44.44%
White	105	102	97.14%	2.86%	74.51%	105	103	98.10%	1.90%	74.76%
Two or More Races	12	12	100.00%	0.00%	75.00%	12	12	100.00%	0.00%	58.33%
Socioeconomically Disadvantaged	144	141	97.92%	2.08%	36.88%	144	141	97.92%	2.08%	42.55%
English Learners	66	64	96.97%	3.03%	28.13%	66	64	96.97%	3.03%	35.94%
Students with Disabilities	29	28	96.55%	3.45%	25.00%	29	28	96.55%	3.45%	28.57%
Students Receiving Migrant Services	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--

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.

Physical Fitness

In the spring of each year, Citrus Glen Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	19.4%	26.5%	25.5%

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.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Citrus Glen Elementary School's original facilities were built in 1999; 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. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

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

- Restrooms
- Kindergarten Classrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions

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

- Classrooms
- Office Areas
- Restrooms

Campus Description	
Year Built	1999
Acreage	10.5
Bldg. Square Footage	54507
	Quantity
# of Permanent Classrooms	25
# of Portable Classrooms	0
# of Restrooms (student use)	5 sets & 3 unisex in Kinder.
Cafeteria Multipurpose Room with inside/outside state areas	1
Conference Room	1
Library	1
Mini Computer Carts	4
Staff Lounge	1
Teacher Work Room	1

- Routine Maintenance

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

Campus Supervision

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, four supervision aides are strategically assigned to designated entrance areas and the playground. During recess, two teachers supervise playground activity. Six noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Citrus Glen Elementary School 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 Citrus Glen Elementary School 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, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2019.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Citrus Glen Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Citrus Glen Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 18, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: September 18, 2019	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		Classroom 3 & 9 - Wall surface is peeling behind the sink; Wing 4 North Girl's RR - The wall tile is separating/falling from the walls in multiple locations near the floor; Wing 4 North Boy's RR - The wall tile is missing and separating/falling from the walls in multiple locations near the floor
Cleanliness	✓		Wing 3 Interior Corridor - Ant infestation present at north sink at time of inspection
Electrical	✓		
Restrooms/Fountains	✓		Wing 2 Girl's RR - Left sink does not function; Cafeteria Exterior - Drinking fountain on north wall is out of order
Safety	✓		
Structural	✓		Cafeteria Exterior - Excessive peeling paint on the metal flashing at the eaves of the cafeteria arcade
External	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Citrus Glen Elementary School's discipline policies are based upon a schoolwide discipline plan and RtI (Response to Intervention) behavior model, which are used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions.

The principal holds an assembly regarding responsible behavior and school expectations. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. The principal visits the kindergarten classrooms to reinforce behavior expectations. Students in grades 1-5 attend an assembly led by the principal who discusses the importance of good citizenship and following school rules. Citrus Glen Elementary School employs behavior support programs focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

Suspensions and Expulsions									
	Citrus Glen			VUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	0.00%	1.10%	0.20%	5.00%	3.00%	2.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.02%	0.15%	0.05%	0.09%	0.08%	0.09%

Class Size

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.

Average Class Size and Class Size Distribution				
Grade Level	2016-17			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		5	
1	21.0		4	
2	26.0		4	
3	23.0		4	
4	33.0			3
5	28.0		4	
2017-18				
K	21.0	4	1	
1	20.0	1	4	
2	23.0		4	
3	24.0		4	
4	32.0		2	1
5	29.0		4	
2018-19				
K	23.0		4	
1	21.0	1	3	
2	25.0		4	
3	23.0		4	
4	32.0		3	
5	32.0		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.

CURRICULUM & INSTRUCTION

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

The Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with additional materials. The District is also currently using supplemental materials to meet State requirements for the History/Social Science curriculum until textbooks can be piloted and adopted.

On October 8, 2019, the Ventura Unified School District 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 #19-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to

the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2017-18, 2018-19 and 2019-20 school years, Citrus Glen Elementary School had the opportunity to participate in districtwide staff development training focused on:

- History-Social Science
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards
- School Safety
- Social Emotional Learning (SEL)
- Special Education

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			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
2018	Yes	My Big Day	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
2018	Yes	My Big Day	0%
Science			
2008	No	Pearson-Scott Foresman: <i>California Science</i>	0%
Social Science			
2007	No	Pearson-Scott Foresman: <i>Our Communities</i>	0%

- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2018-19 school year, Citrus Glen Elementary School's staff development activities concentrated on:

- Multi-Tiered Systems of Support (MTSS) Training
- Restorative Justice
- Social Emotional Learning (SEL)
- Universal Design for Learning (UDL)

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Educator Support and Effectiveness program is a partnership with the Ventura County Office of Education and Ventura Unified to provide mentoring/coaching support and assistance

to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available for veteran teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Professional Development Days Three-Year Trend		
2017-18	2018-19	2019-20
2	2	2

PROFESSIONAL STAFF

Teacher Assignment

During the 2018-19 school year, Citrus Glen Elementary School had 24 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 teach that grade level, subject area, student group, etc.

	Citrus Glen			VUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	29	24	22	753	721	713
Teachers with Full Credential	29	24	22	753	690	678
Teachers without Full Credential	0	0	0	0	31	35
Teaching Outside Subject Area (with full credential)	0	0	0	111	105	89
Misassignments of Teachers of English Learners	0	0	0	1	0	1
Total Teacher Misassignments*	0	0	0	1	1	2
Teacher Vacancies	0	0	0	4	3	4

*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.*

Counseling & Support Staff

Citrus Glen Elementary School 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 Citrus Glen Elementary School'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	1	0.5
Health Technician	1	0.5
Psychologist	1	0.4
School Nurse	1	0.2
Average Number of Students per Academic Counselor		562

**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 Citrus Glen 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 Citrus Glen Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Citrus Glen Elementary School is Satcoy Library, a branch of Ventura County Library.

Address: 11426 Violeta St., Ventura
 Phone Number: (805) 647-5736
 Web Site: www.vencolibrary.org
 Number of Computers Available: 6

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. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, Ventura Unified School District spent an average of \$10,967 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with

calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) 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 web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table 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		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,841	51,374
Mid-Range Teacher Salary	67,452	80,151
Highest Teacher Salary	93,427	100,143
Average Principal Salaries:		
Elementary School	114,918	126,896
Middle School	120,595	133,668
High School	136,796	143,746
Superintendent Salary	222,000	245,810
Percentage of Budget For:		
Teacher Salaries	33	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

Expenditures Per Pupil	Dollars Spent Per Student				
	Citrus Glen	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,767	N/A	N/A	N/A	N/A
Restricted (Supplemental)	365	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,402	6,253	102.4%	7,507	85.3%
Average Teacher Salary	80,402	76,589	105.0%	82,031	98.0%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in November 2018 and the school facilities sections was acquired in December 2018.