

# Los Cerritos Middle School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Los Cerritos Middle School
<b>Street</b>	2100 Avenida de las Flores
<b>City, State, Zip</b>	Thousand Oaks, Ca, 91362-1599
<b>Phone Number</b>	805-492-3538
<b>Principal</b>	Jason Klinger
<b>E-mail Address</b>	<a href="mailto:jklinger@conejousd.org">jklinger@conejousd.org</a>
<b>Web Site</b>	<a href="http://www.conejousd.org/loscerritos">www.conejousd.org/loscerritos</a>
<b>CDS Code</b>	56737596093173

<b>District Contact Information</b>	
<b>District Name</b>	Conejo Valley Unified School District
<b>Phone Number</b>	(805) 497-9511
<b>Superintendent</b>	Ann N. Bonitatibus, Ed.D.
<b>E-mail Address</b>	abonitatibus@conejousd.org
<b>Web Site</b>	www.conejousd.org

## School Description and Mission Statement (School Year 2016-17)

### MISSION STATEMENT

The mission of Los Cerritos Middle School is to promote a safe, engaging, and academically demanding environment where all students challenge themselves to meet high personal and scholastic standards.

### SCHOOL DESCRIPTION

We understand, value, and address the complex social, emotional, and physical needs of middle school students. Working as partners with their parents, we guarantee them a quality education through a varied, comprehensive, and rigorous curricular and extra-curricular program designed to nurture ethical citizens and life-long learners. We continually strive to improve the learning environment and programs for all students. Our standardized test scores and proficiency levels are among the top in English and Math in CVUSD and the county. Our school is unique among middle schools because it offers innovative programs specifically designed for the changing needs of our middle school students.

Our teachers believe in constant growth and development of the teaching practice. This growth and development is an integral part of the school as our teachers use collaboration time every Tuesday from 1:55 pm to 3:10 pm to work within their content area and with other content areas to develop the most innovative and engaging lessons for students. In addition, we are a Professional Development School (PDS) with California Lutheran University. This partnership benefits Los Cerritos Middle School in various ways. As we host Teacher Candidates during their middle school semester of student teaching, these Teacher Candidates work collaboratively with our teachers and become assistant teachers in the classroom. Additionally, we work with CLU Professors to remain on the cutting edge of the best practices that teachers are developing at the university level. This partnership, along with our site collaboration time, allows our school to develop effective, research based teaching methods including Problem Based Learning (PB), Project ACT (active collaborative transformative teaching and learning), Stanford Writing and Constructive Conversation Model, and other various differentiation techniques.

Our staff is committed to creating an educational environment that we would seek for our own children. In order to support the continued growth of the students at Los Cerritos, we have incorporated two cornerstone programs and modified them to meet the needs of our students and families. We strive to know our students' strengths and areas for improvement and have formalized reporting mechanisms to help measure, monitor, and intervene to help all student reach their potential. Our Response-to-Intervention (RtI2) program offers targeted re-teaching of concepts for struggling students while offering enrichment opportunities and teacher directed study halls to those who are meeting curricular expectations. Each method enables us to diagnose individual student progress and school-wide progress to address the needs of individual students. The safety and security of our students is paramount. Our leadership team and teachers have incorporated the CHAMPS model to create a positive behavior support and management program based on teachers building and implementing a proactive and positive approach to classroom management, adopting common language among staff to address issues, and a focus on continuous improvement. The Ventura County Office of Education has named Los Cerritos a model program in our county based on our commitment to the CHAMPS program.

Los Cerritos Middle School intends to find a niche for every leopard. It is our desire to know every student and to offer a meaningful activity that addresses their natural propensities. Our performing arts program features an awarding winning choir, band, and orchestra encompassing over half our student body. The Los Cerritos Leadership Program showcases three unique classes allowing students an opportunity to develop student based activities while working to create a school environment that is supportive, nurturing, and fosters the "leopard" spirit. Opportunities for students to connect are widespread including a competitive surf club, the ski and snowboard club, Builder's service club, and many other organizations that allows our students to find a meaningful and positive school connection.

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 6	326
Grade 7	345
Grade 8	310
<b>Total Enrollment</b>	<b>981</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	10.6
Filipino	0.5
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0.4
White	57.1
Two or More Races	6.3
Socioeconomically Disadvantaged	19.5
English Learners	4
Students with Disabilities	10
Foster Youth	0.2

**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
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	42	42	42	859
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	1	1	1	15

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

**Year and month in which data were collected:** November 2016

All K-12 students have current standards-based textbooks in math, science and history/social science and English/Language Arts. With each curricular cycle established by the State of California, the Conejo Valley USD Board of Education adopts textbooks within the timeline provided. Standards-aligned books for grades 9-12 are approved locally. Textbooks in Grades K-8 are selected from lists of books and materials approved by the State Board of Education. Sufficient standards-based textbooks and instructional materials have been purchased for all students in English, Math, History/Social Science, Science, Health and Foreign Language. In addition, annually, sites receive specific science supplementary funds to be used for consumable laboratory expenses and/or equipment.

The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing state current standards and frameworks, analyzing student data, writing courses of study, as required, and selecting and maintaining current instructional materials. The goal of such district-wide committees, comprised of teachers and administrators representing all targeted grade levels, is to achieve high academic standards for all of our TK-12 students. Each major subject area, such as math, science, history/social science, foreign language and English/language arts, is reviewed and adopted under the guidance of the California Department of Education and State Board of Education. The committee submits its recommendations to the Board of Education for final approval. The recommendation to the Board includes the basic textbook materials as well as supplementary materials within the subject. CVUSD is currently working within the adoption process for Math and ELA at grades 6-12. On October 18, 2016, the CVUSD Board of Education approved a resolution for the 2016-2017 school year declaring that the Conejo Valley Unified School District has provided each pupil with sufficient standards-based textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 6: Holt, Rinehart and Winston: Literature &amp; Language Arts Introductory Course, CA Edition Textbook; Holt Handbook California; Core Anthology Titles: All Summer in a Day, The Bracelet, The All-American Slurp, Baucis and Philemon, The Gold Cadillac, The Fox and the Crow, Eleven, The Sneethes, Ode to Mi Gato, The Dog of Pompeii, Zlateh the Goat; Core Novel Titles: The Adventures of Ulysses by Bernard Evslin, The Golden Goblet by Eloise McGraw, Marcoo of the Winter Caves by Ann Turnbull, Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien, The Phantom Toll Booth by Norton Juster, Tuck Everlasting by Natalie Babbitt, The Lightning Thief by Rick Riordan</p> <p>Grade 7: Holt, Rinehart and Winston: Literature &amp; Language Arts First Course, CA Edition Textbook; Core Anthology Titles: Rikki-tikki-tavi, Mother and Daughter, The Smallest Dragonboy, The Highwayman, After Twenty Years by O. Henry, An Unforgettable Journey, Elizabeth 1, Barrio Boy (exerpt), Song of the Trees, Fish Cheeks, Sir Gawain and the Loathly Lady; Core Novel Titles: Catherine, Called Birdy by Karen Cushman, The King's Shadow by Elizabeth Alder, Midwife's Apprentice by Karen Cushman, Where the Red Fern Grows by Wilson Rawls; Martian Chronicles by Ray Bradbury, Proud Taste for Scarlet and Miniver by Elaine Konigsburg, The Hobbit by J.R.R. Tolkien</p> <p>Grade 8: Holt, Rinehart and Winston: Literature &amp; Language Arts Second Course, CA Edition Textbook; Core Anthology Titles: Flowers for Algernon, Harriet Tubman: Conductor on the Underground Railroad (excerpt), Too Soon a Woman, Mrs. Fowers from I Know Why the Caged Bird Sings, There Will Come Soft Rains, The Diary of Anne Frank, In Response to Executive Order 9066, The Tell-Tale Heart, Paul Revere's Ride, The Cremation of Sam McGee, Casey at the Bat; Core Novel Titles: The Adventures of Tom Sawyer by Mark Twain, Farewell to Manzanar (w /Connections) by Jeanne Wakatsuki Houston, The Glory Field by Dean Myers, Johnny Tremain by Esther Forbes, Night by Elie Wiesel, The Outsiders by S.E. Hinton, The House of Scorpion by Nancy Farmer</p> <p>Grades 6-8 Piloting Grades 6-8 ELA</p> <p>2008 State Adoption, 2002 Local Adoption, 2003 Edition</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Grade 6, 6CP: Houghton Mifflin: Big Ideas Math Course 1; 6H Big Ideas Math Advanced 1</p> <p>Grades 7, 7CP: Houghton Mifflin: Big Ideas Math Course 2; 7H: Big Ideas Math Advanced 2</p> <p>Grade 8, 8CP: Houghton Mifflin: Big Ideas Math Course 3</p> <p>Pre-Algebra: Holt Mathematics Course 2: Pre-Algebra CA Edition (2008) Algebra 1AB: Algebra Readiness, CA Edition (2009 Edition) Algebra 1CP: Algebra 1: Concepts, Skills, and Problem Solving, CA Edition (2008) Algebra 1H: Big Ideas Algebra 1 (2015)</p> <p>Geometry: Geometry (2008)</p> <p>2014 Adoption, 2016 Local Adoption. 2008, 2009, 2015 Edition</p>	Yes	0
<b>Science</b>	<p>Grade 6: Pearson/Prentice Hall: Focus on Earth Science, CA Edition</p> <p>Grade 7: Pearson/Prentice Hall: Focus on Life Science, CA Edition</p> <p>Grade 8: Pearson/Prentice Hall: Focus on Physical Science, CA Edition, Physical Science: Concepts in Action with Earth and Science</p> <p>2006 State Adoption ( (New State adopted materials not ready at this time), 2007 Local Adoption, 2008 Edition</p>	Yes	0
<b>History-Social Science</b>	<p>Grade 6: Glenco Publishing Co.: World History, Discovering Our Past: Ancient Civilizations CA Social Studies</p> <p>Grade 7: Glenco Publishing Co.: World History, Discovering our Past: Medieval and Early Modern Times – California Edition</p> <p>Grade 8: Glenco Publishing Co.: United States History, Discovering Our Past: American Journey to World War 1; Center for Civic Education: We the People, the Citizen and Constitution</p> <p>2005 State Adoption (New State adopted materials not ready at this time), 2006 Local Adoption, 2006 Edition</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt, Rinehart and Winston: Spanish: Expresate!: Spanish 1  2006 State Adoption, 2011 Local Adoption, 2008 Edition	Yes	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Introducing Art, 1999 Edition		0

### 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, Executive Director of Maintenance, Planning and Technology, Director of Maintenance & Operations, Director of Planning, 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 concern 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.

The District has been fortunate to have strong support from the community. A recently passed \$197 million bond measure is currently in place to address safety and security, upgrade instructional technology and modernization of the facilities, including updating of science, math, and career prep labs. Projects are on-going and will continue for the next 10 years.

The District provides 2.5 full-time custodians at Los Cerritos Middle School, 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.

Los Cerritos Middle School was opened in 1972 on an 18 acre site. The current capacity is 1,260 students. The school has 46 classrooms, a multipurpose room, a library and an administration building and a gymnasium. In 2007, upgrades and replacements were made on underground utilities, restrooms, doors, and improving accessibility under ADA. In 2007, a two-story classroom building addition was completed. The campus also houses a Boys & Girls Club.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 7, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Mechanical Systems need upgrading.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 7, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 7, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	67	72	64	66	44	48
Mathematics	56	66	57	58	34	36

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 by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	328	316	96.3	74.7
	7	352	339	96.3	71.4
	8	313	289	92.3	70.9
Male	6	176	168	95.5	70.8
	7	196	192	98.0	65.6
	8	163	152	93.3	68.4
Female	6	152	148	97.4	79.0



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	156	147	94.2	78.9
	8	150	137	91.3	73.7
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	6	33	33	100.0	84.8
	7	38	37	97.4	86.5
	8	33	31	93.9	87.1
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	81	81	100.0	54.3
	7	81	77	95.1	50.6
	8	77	69	89.6	50.7
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	6	190	178	93.7	82.6
	7	193	189	97.9	77.3
	8	177	163	92.1	75.5
Two or More Races	6	18	18	100.0	72.2
	7	31	28	90.3	71.4
	8	17	17	100.0	88.2
Socioeconomically Disadvantaged	6	79	78	98.7	48.7
	7	75	71	94.7	43.7
	8	64	57	89.1	29.8
English Learners	6	19	19	100.0	5.3
	7	--	--	--	--
	8	15	14	93.3	7.1
Students with Disabilities	6	32	28	87.5	21.4
	7	39	35	89.7	14.3
	8	34	26	76.5	19.2
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	328	316	96.3	59.8
	7	352	340	96.6	68.4
	8	313	289	92.3	68.4
Male	6	176	168	95.5	64.9
	7	196	192	98.0	64.6
	8	163	152	93.3	67.8
Female	6	152	148	97.4	54.0
	7	156	148	94.9	73.5
	8	150	137	91.3	69.1
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	6	33	33	100.0	87.9
	7	38	37	97.4	86.5
	8	33	31	93.9	93.5
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	81	81	100.0	34.6
	7	81	78	96.3	44.2
	8	77	69	89.6	46.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	6	190	178	93.7	65.2
	7	193	189	97.9	74.6
	8	177	163	92.1	71.6
Two or More Races	6	18	18	100.0	72.2
	7	31	28	90.3	67.9
	8	17	17	100.0	82.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	79	78	98.7	25.6
	7	75	72	96.0	38.0
	8	64	57	89.1	32.1
English Learners	6	19	19	100.0	21.1
	7	--	--	--	--
	8	15	14	93.3	35.7
Students with Disabilities	6	32	28	87.5	3.6
	7	39	35	89.7	11.4
	8	34	26	76.5	11.5
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: 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.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	86	80	83	81	80	77	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	314	293	93.3	83.3
Male	164	159	97.0	86.8
Female	150	134	89.3	79.1
Asian	33	30	90.9	96.7
Hispanic or Latino	77	71	92.2	70.4
White	178	168	94.4	86.3
Two or More Races	17	15	88.2	93.3
Socioeconomically Disadvantaged	64	59	92.2	55.9
English Learners	15	9	60.0	11.1
Students with Disabilities	35	31	88.6	64.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.9	27.6	54.6

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.

**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 (School Year 2016-17)**

Our award-winning Parent Teacher Student Association (PTSA) group, including a very active student branch, provides our school and students with leadership, volunteers, classroom support, programs, projects, and activities. Our School Site Council (SSC) meets monthly to oversee the general school program and allocation of state improvement funds to meet school goals. To learn more about our programs and how to participate at our school, please call the front office at (805) 492-3538 and ask for the name and number of the current Volunteer Coordinator or the Principal.

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	3.9	2.9	4.2	3.1	2.8	2.5	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Site specific District Disaster Preparedness Plans and School Safety Plans are developed, revised and updated each year through a collaborative process obtaining appropriate approvals. 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. Likewise, all school sites routinely practice Fire, Earthquake and Lock Down drills throughout the school year. District policies and administrative regulations are reviewed and updated on a regular basis to remain present-day and consistent with current law.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies is located at all sites for daily use and in preparation for possible emergency use. Moreover, local bond dollars support needed physical and safety upgrades at all school sites.

The District's Human Resources department provides training on an ongoing basis to certificated and classified staff. Each year, new employees are offered CPR and First Aid Training through organizations such as the American Red Cross and American Lung Association. The District has also installed Automated External Defibrillators in nearly all facilities.

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

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2010-2011
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	14.8

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	5	2	15	29	3	8	10	30	2	11	17
Mathematics	28	4	13	5	28	4	13	4	29	5	17	9
Science	33	2	6	12	33	2	3	14	33	3	7	21
Social Science	34	1	6	14	34	1	3	16	35	0	1	25

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	482
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	1.0	N/A
Social Worker	0.9	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	4.4	N/A
Other	10.4	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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,245	\$316	\$4,929	\$61,871
District	N/A	N/A	\$5,542	\$76,224
Percent Difference: School Site and District	N/A	N/A	-11.1	-18.8
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-13.2	-16.6

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

### Types of Services Funded (Fiscal Year 2015-16)

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

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

Conejo Valley Unified also receives additional financial support through grant funding such as: College Readiness Block Grant - Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education – Ventura County Innovates (CTE) – (Middle Schools & High Schools).

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,131	\$44,958
Mid-Range Teacher Salary	\$71,801	\$70,581
Highest Teacher Salary	\$90,881	\$91,469
Average Principal Salary (Elementary)	\$113,041	\$113,994
Average Principal Salary (Middle)	\$115,934	\$120,075
Average Principal Salary (High)	\$124,276	\$130,249
Superintendent Salary	\$192,503	\$218,315
Percent of Budget for Teacher Salaries	43%	38%
Percent of Budget for 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/>.

**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.

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. Professional development topics are aligned with District and school site needs identified through and outlined within the district and schools’ LCAP goals. Professional development for high school faculty and staff members are also aligned with each school’s WASC action plan.

The District also provides, at no cost to teachers, an induction program (New Teacher Induction) for first year and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

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, Multi-Tiered System of Supports, 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 all teachers with 18 hours per year of staff development related to curriculum, instructional technology, assessment, report cards, instructional strategies and using data to close the achievement gap.