

Sequoia 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)

School Contact Information	
School Name	Sequoia Middle School
Street	2855 Borchard Rd.
City, State, Zip	Newbury Park, Ca, 91320-3898
Phone Number	805-498-3617
Principal	Stephen Lepire
E-mail Address	slepire@conejousd.org
Web Site	http://www.conejousd.org/sequoia
CDS Code	56737596067300

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

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

MISSION STATEMENT

Sequoia's mission for our students is to set the foundation of lifelong learning by promoting the physical, emotional, social and intellectual growth of our students through the implementation of the California Content Standards. We believe we can and do make a difference in the lives of the students, as we dedicate ourselves to reaching out to them everyday with energy, enthusiasm, and creativity.

SCHOOL DESCRIPTION

Sequoia Middle School is committed to building upon our already solid record of student success to provide our culturally diverse student population the best possible educational experience. Sequoia Middle School is not only dedicated to the academic growth of our students but the development of the whole child. Sequoia Middle School is located in Newbury Park, CA and is honored to be part of a strong community which supports our population of approximately 1,100 students in the 6th, 7th and 8th grades. Sequoia receives students from five excellent elementary schools and our students feed into a strong academic program at Newbury Park High School. Sequoia is proud to have a diverse population that is served by varied educational programs for ELL (English Language Learners), special education and GATE (Gifted and Talented Education) students. Sequoia is home to DISCOVER, the Academy of Applied Sciences and Engineering Exploration, which has an integrated curriculum focus between English history/social science and science. Sequoia has a campus wide MTSS (Multi-Tiered System of Support) model to assist students who need additional support with specified standards or essential skills throughout the year. In addition, Sequoia hosts before and after school support classes after the first trimester. In addition, support classes for ELL students in English and math are offered on Saturdays. Sequoia has a group of dedicated educational professionals who are committed to student achievement and excellence both in and out of the classroom. The entire staff supports the middle school philosophy that provides students various opportunities to explore their interests and reach their individual potential. These opportunities are provided not only in the academic classroom but through activities before, during and after school. Sequoia supports strong academic rigors for all students and the staff works diligently to provide academic programs for students who are advanced academically along with remediation and support programs for any students who might be struggling academically or socially. The goals of the school are pursued with an atmosphere that supports the students and fosters the self-discipline and independent judgment necessary from grade level to grade level with the ultimate goal of a smooth transition to high school.

Sequoia's school motto reflects the feelings about the school, the staff, and the community:

"Take care of yourself. Take care of each other. Take care of this place."

This motto is reviewed with students as they make daily decisions that affect their lives both in and out of the classroom. In addition to our school motto, each year a theme is selected for the school. The theme for the 201 - 2017 school year is "Turn your Cant's into Cans and your Dreams into Plans, because Sequoia has go SWAG (Students Who Achieve Goals)." Sequoia students and staff are excited about their many accomplishments and the opportunity they have daily to make Sequoia an outstanding middle school.

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

Grade Level	Number of Students
Grade 6	395
Grade 7	375
Grade 8	360
Total Enrollment	1,130

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	8.2
Filipino	1.3
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	0.3
White	57.2
Two or More Races	3.2
Socioeconomically Disadvantaged	27.4
English Learners	7.7
Students with Disabilities	9.8
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
With Full Credential	46	47	48	859
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	2	3	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 & 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, Marco 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 & 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 & 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>Piloting Grades 6-8 ELA</p> <p>2008 State Adoption, 2002 Local Adoption, 2003 Edition</p>	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<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
Science	<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</p>	Yes	0
History-Social Science	<p>Grade 6: Glencoe Publishing Co.: World History, Discovering Our Past: Ancient Civilizations CA Social Studies</p> <p>Grade 7: Glencoe Publishing Co.: World History, Discovering our Past: Medieval and Early Modern Times – California Edition</p> <p>Grade 8: Glencoe Publishing Co.: United States History, Discovering Our Past: American Journey to World War 1</p> <p>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 2016 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 Sequoia 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.

Sequoia Middle School was opened in 1969 on a 19.6 acre site and has a capacity of 1290 students. The school has 47 classrooms, a multipurpose room, a library, an administration building and a gymnasium. In 2003, the campus received an exterior makeover along with the addition of a lunch shelter. In 2004, 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: October 20, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 20, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 20, 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	60	61	64	66	44	48
Mathematics	48	56	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	401	392	97.8	59.6
	7	379	372	98.2	60.1
	8	363	349	96.1	64.2
Male	6	202	194	96.0	50.0
	7	212	208	98.1	56.3
	8	182	176	96.7	54.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	6	199	198	99.5	69.0
	7	167	164	98.2	65.0
	8	181	173	95.6	74.0
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	6	37	36	97.3	88.9
	7	27	27	100.0	85.2
	8	32	32	100.0	78.1
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	110	107	97.3	30.8
	7	125	124	99.2	38.2
	8	106	102	96.2	38.2
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	233	230	98.7	67.0
	7	198	195	98.5	70.8
	8	210	200	95.2	74.5
Two or More Races	6	13	11	84.6	81.8
	7	17	15	88.2	66.7
	8	--	--	--	--
Socioeconomically Disadvantaged	6	123	119	96.8	36.1
	7	114	113	99.1	30.4
	8	106	104	98.1	34.6
English Learners	6	22	19	86.4	
	7	24	24	100.0	8.3
	8	23	22	95.7	4.5
Students with Disabilities	6	40	40	100.0	15.0
	7	44	42	95.5	4.8
	8	33	32	97.0	12.5
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	401	396	98.8	56.3
	7	379	371	97.9	57.7
	8	363	350	96.4	53.4
Male	6	202	198	98.0	55.0
	7	212	207	97.6	60.4
	8	182	177	97.3	50.9
Female	6	199	198	99.5	57.6
	7	167	164	98.2	54.3
	8	181	173	95.6	56.1
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	6	37	36	97.3	83.3
	7	27	27	100.0	92.6
	8	32	32	100.0	68.8
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	110	109	99.1	25.7
	7	125	124	99.2	30.9
	8	106	102	96.2	25.5
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	233	231	99.1	64.9
	7	198	194	98.0	70.0
	8	210	201	95.7	63.7
Two or More Races	6	13	12	92.3	75.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	17	15	88.2	60.0
	8	--	--	--	--
Socioeconomically Disadvantaged	6	123	122	99.2	31.1
	7	114	113	99.1	27.7
	8	106	104	98.1	23.1
English Learners	6	22	22	100.0	4.5
	7	24	24	100.0	16.7
	8	23	22	95.7	4.5
Students with Disabilities	6	40	39	97.5	10.3
	7	44	41	93.2	2.4
	8	33	33	100.0	3.0
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)	77	80	76	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	363	343	94.5	76.4
Male	182	173	95.1	71.1
Female	181	170	93.9	81.8
Asian	32	32	100.0	84.4
Hispanic or Latino	106	96	90.6	57.3
White	210	200	95.2	84.0
Socioeconomically Disadvantaged	106	98	92.5	52.0
English Learners	23	17	73.9	5.9
Students with Disabilities	33	33	100.0	39.4

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	22.5	23.9	16.9

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)

Sequoia continues to have a great base of involved parents and volunteers who support the school. The Sequoia parents are involved in the Parent Teacher Association (PTA), School Site Council (SSC), the Band Booster Club, the English Learner Advisory Committee (ELAC), and many volunteer positions in the front office. Each organization has outstanding parents that work on various projects and committees throughout the year to help the Sequoia staff and students continue to strive towards their goal of excellence. Many of our school-wide activities are supported by our volunteers, such as: the annual 5K run, our Abilities Awareness program, our academic student recognition program called Renaissance, the Fashion Show, the Talent Show and our ASB activities. Without the help of our parent volunteers, many of the student activities would not be possible. In addition to our parent volunteers we have several volunteer students from the high school who come to Sequoia during the day to assist both teachers and students in the classroom. We encourage all parents to continue to be involved in their student’s educational experience during their middle school years. Any parent that is interested in volunteering at the school may contact the front office and speak with the office manager at 805.498.3617. We appreciate your support!

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
Suspensions	7.5	6.7	4.0	3.1	2.8	2.5	4.4	3.8	3.7
Expulsions	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
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	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	27	6	14	6	26	7	10	9	29	3	4	10
Mathematics	29	2	16	5	28	5	14	4	29	5	8	11
Science	31	1	14	12	32	2	11	12	31	1	6	6
Social Science	31	2	13	10	31	4	5	15	33	0	5	15

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	542
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	0.2	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	3.4	N/A
Other	11.0	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	\$5,224	\$269	\$4,955	\$68,292
District	N/A	N/A	\$5,542	\$76,224
Percent Difference: School Site and District	N/A	N/A	-10.6	-10.4
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-12.7	-8.0

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 middle school faculty and staff members are also aligned with each school’s School Plan for Student Achievement action plan.

Sequoia Middle School has offered its staff multiple on-site professional development opportunities including topics on IMovies, Google Classroom, Google forms, Science standards, Kahoot and Plickers.

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.