

# Colina 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>	Colina Middle School
<b>Street</b>	1500 East Hillcrest Dr.
<b>City, State, Zip</b>	Thousand Oaks, Ca, 91362-2599
<b>Phone Number</b>	805-495-7429
<b>Principal</b>	Thomas S. Frank
<b>E-mail Address</b>	sfrank@conejousd.org
<b>Web Site</b>	<a href="http://www.conejousd.org/colina">http://www.conejousd.org/colina</a>
<b>CDS Code</b>	56737596055925

<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

Colina Middle School's mission is to maximize academic potential and personal responsibility for every student.

Colina has a shared vision to build academic and social confidence with every student. Our teachers create a safe environment that enriches, empowers, challenges and supports our students while providing a wide variety of co-curricular opportunities in music, arts, leadership and athletics. We focus on student learning for ALL students and are committed to supporting every child in reaching their full potential by working hard, making friends, and having fun.

Colina Middle School has outlined the expectations for what students should be able to do upon matriculation to the high school:

- Students will develop positive attitudes toward the learning process, think independently and have the ability to work cooperatively
- Students will develop skills for effective, grammatically acceptable written and verbal communication
- Students will develop skills and knowledge to maintain good physical and mental health as well as making healthy choices
- Students will develop attitudes, skills and knowledge to gain, organize and communicate scientific information and to engage in critical thinking to make independent judgments
- Students will develop attitudes and skills to appreciate the visual and performing arts or other interests that promote the creative processes
- Students will increase their knowledge of and appreciation for different cultures and the contributions each has made to the United States
- Colina's goal is to create an environment of respect and compassion for all people which includes a healthy online profile and appropriate use of technology

### SCHOOL DESCRIPTION

Colina understands that middle school represents three formative years and has embraced the transition from childhood to early adulthood. Our dedicated staff is committed to the academic achievement of every child and recognizes the importance of fostering character in preparing the whole child for success. In order to ensure the reinforcement of academic confidence, Colina has designed a CORE period (Curriculum, Organization, Review and Enrichment) to support student learning. The CORE period provides opportunities for support in ELA, Math, Science, Study Skills, as well as enrichment opportunities in Art, Debate, Student Leadership, Intramural Sports, Music, Civic Education, and WEB.

At Colina we recognize student connectedness is paramount for student success. Colina is proud of its WEB (Where Everybody Belongs) program aimed at personal/social development for our students. WEB actively engages all students through age-appropriate experiences targeted to help students positively navigate the transition to and through middle school. As educators we are obligated to engage our students and build positive relationships that will ensure their academic/social success and confidence as we prepare them for their future.

With academic success a priority, Colina also shares a belief that middle school should be a place where students are enriched at school and are provided opportunities to explore a wide variety of co-curricular offerings. Students at Colina have choices in selecting enrichments that include Bridge Building, Economics, Creative Art/Writing, Technology, Woodworking, Debate, Student Leadership, Strings, Band, Jazz, Choir, and Foreign Language. Our award winning bands, orchestra, and choir programs have been recognized with superior ratings at every festival and our Debate team has earned invitations to the National Debate Competition for the past five years.

Over the next two years, Colina will continue refine the development of best teaching strategies. We will continue integrate technology, identify/unpack essential standards and provide timely benchmarks to drive instructional decisions surrounding student learning. We will continue to place emphasis on conceptual mastery and focus on multiple levels of student support to render the academic and social/emotional confidence needed to be productive members of society.

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

Grade Level	Number of Students
Grade 6	312
Grade 7	293
Grade 8	366
<b>Total Enrollment</b>	<b>971</b>

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

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.5
Asian	7.3
Filipino	0.8
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.5
White	51.1
Two or More Races	5.6
Socioeconomically Disadvantaged	31.1
English Learners	8.7
Students with Disabilities	12.6
Foster Youth	0

## 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	47	45	47	859
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	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
<p><b>Reading/Language Arts</b></p>	<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 , Maroo 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>Piloting ELA Grades 6-8</p> <p>2008 State Adoption, Local Adoption 2002, 2003 Edition</p>	<p>Yes</p>	<p>0</p>

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: 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; 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 Colina 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.

Colina Middle School was opened in 1964 on a 14.5 acre site and has a capacity of 1,050 students. The school has 45 classrooms, a Multipurpose room, a library and an administration building. The campus underwent a modernization beginning in 2001 with the addition of a new gym. In 2003, upgrades and replacements were made on underground utilities, restrooms, doors, and improving accessibility under ADA. In 2007, a two story classroom addition was completed. The campus also houses a Boys and 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 6, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<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 6, 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 6, 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	56	53	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	313	306	97.8	59.1
	7	291	276	94.8	66.3
	8	368	362	98.4	59.0
Male	6	153	152	99.3	52.6
	7	149	140	94.0	60.7
	8	198	194	98.0	56.0
Female	6	160	154	96.3	65.6



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	142	136	95.8	72.1
	8	170	168	98.8	62.5
Black or African American	6	--	--	--	--
	7	12	12	100.0	75.0
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	24	24	100.0	87.5
	7	22	21	95.5	95.2
	8	26	26	100.0	96.2
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	108	106	98.2	36.8
	7	79	77	97.5	27.3
	8	121	119	98.3	32.2
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	157	152	96.8	69.7
	7	153	143	93.5	81.1
	8	187	183	97.9	69.4
Two or More Races	6	15	15	100.0	80.0
	7	17	15	88.2	93.3
	8	21	21	100.0	81.0
Socioeconomically Disadvantaged	6	112	111	99.1	36.0
	7	86	86	100.0	36.0
	8	123	123	100.0	31.7
English Learners	6	23	23	100.0	8.7
	7	23	23	100.0	
	8	30	30	100.0	10.0
Students with Disabilities	6	41	40	97.6	10.0
	7	35	31	88.6	22.6
	8	51	49	96.1	14.6
Foster Youth	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	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
<b>All Students</b>	6	313	306	97.8	50.3
	7	291	276	94.8	57.6
	8	368	362	98.4	51.8
<b>Male</b>	6	153	152	99.3	48.3
	7	149	140	94.0	57.9
	8	198	194	98.0	53.4
<b>Female</b>	6	160	154	96.3	52.3
	7	142	136	95.8	57.4
	8	170	168	98.8	50.0
<b>Black or African American</b>	6	--	--	--	--
	7	12	12	100.0	33.3
	8	--	--	--	--
<b>American Indian or Alaska Native</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Asian</b>	6	24	24	100.0	75.0
	7	22	21	95.5	95.2
	8	26	26	100.0	80.8
<b>Filipino</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Hispanic or Latino</b>	6	108	106	98.2	26.7
	7	79	77	97.5	23.4
	8	121	119	98.3	26.3
<b>Native Hawaiian or Pacific Islander</b>	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
White	6	157	152	96.8	62.3
	7	153	143	93.5	69.9
	8	187	183	97.9	62.3
Two or More Races	6	15	15	100.0	86.7
	7	17	15	88.2	86.7
	8	21	21	100.0	76.2
Socioeconomically Disadvantaged	6	112	111	99.1	23.6
	7	86	86	100.0	27.9
	8	123	123	100.0	20.3
English Learners	6	23	23	100.0	4.3
	7	23	23	100.0	
	8	30	30	100.0	6.7
Students with Disabilities	6	41	40	97.6	7.7
	7	35	31	88.6	12.9
	8	51	49	96.1	4.2
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)	85	86	78	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	368	360	97.8	77.8
Male	198	192	97.0	77.1
Female	170	168	98.8	78.6
Asian	26	25	96.2	96.0
Hispanic or Latino	121	119	98.4	59.7
White	187	182	97.3	87.4
Two or More Races	21	21	100.0	85.7
Socioeconomically Disadvantaged	123	122	99.2	59.0
English Learners	30	30	100.0	33.3
Students with Disabilities	51	50	98.0	26.0

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	14.3	25.5	36.7

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)**

Colina is proud of the many opportunities available for parent volunteers to help at the school. Anita Chiapuzio is available in the office to direct volunteers. She may be reached at 805-495-7429 or our proud PTSA President Mr. Kurt Kulvinskis at colinapta@gmail.com.

Bilingual Advisory Committee: CVUSD English Language Learner Committee meets five times during the year to discuss the English Language Development Program. GATE: there are three meetings annually with contact being Mrs. Allison Kennedy at 495-7429 x 1017.

Career Speakers: Colina's counseling office sponsors a Career Speakers Program in which our own students' parents speak on their occupational fields. Contact Kim Chopp at 495-7429 x1022.

## 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>	3.2	3.3	2.7	3.1	2.8	2.5	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.2	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	25	12	5	12	27	8	9	11	27	9	13	12
Mathematics	27	4	15	5	27	7	13	5	27	9	19	5
Science	31	4	3	13	33	2	8	11	30	4	13	13
Social Science	32	3	6	14	34		9	13	31	3	14	11

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	495
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	7.7	N/A
Other	10.0	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	\$5,271	\$301	\$4,970	\$66,227
District	N/A	N/A	\$5,542	\$76,224
Percent Difference: School Site and District	N/A	N/A	-10.3	-13.1
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-12.5	-10.8

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.