

Los Cerritos Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Los Cerritos Middle School
Street	2100 Avenida de las Flores
City, State, Zip	Thousand Oaks, Ca, 91362-1599
Phone Number	805-492-3538
Principal	Jason Klingler
E-mail Address	jklinger@conejousd.org
Web Site	www.conejousd.org/loscerritos
Grades Served	6-8
CDS Code	56737596093173

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

School Description and Mission Statement (Most Recent Year)

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. This process starts with our 6th grade program, where we offer one-of-a-kind events. These offerings, WEB Program, Sport-o-Rama, and Greek Olympics target both the academic and socio-emotional needs of our newest Leopards. The intent is to create a structured system for building relationships while also providing a theme-based academic event.

We continually strive to improve the learning environment and programs for all students. Our past standardized test scores resulted in a 2013 API score of 912. Our school is unique among middle schools because it offers innovative programs specifically designed for the changing needs of our middle school students. These offerings include campus-wide opportunities for school leadership and comprehensive performing arts programs.

Our staff is committed to creating an educational environment that we would seek for our own children. We strive to know our students' strengths and areas for improvement and have formalized reporting mechanisms to address the needs of individual students. We have a variety of enrichment activities for our Gifted and Talented Education (GATE) student population, including our Professional Development School partnership with California Lutheran University (CLU).

Los Cerritos Middle School intends to find a niche for every student. It is our desire to know every student and to offer a meaningful activity that addresses their natural propensities. Our student groups include a competitive surf club, ski/snow board club, and a peer service club. Several peer programs, math tutoring, mentoring and activities provide students with a positive learning environment.

We have a wide range of progress indicators to help us measure, monitor and achieve our goals - ranging from annual systematic and standardized reporting systems and assessments to informal, classroom and school-wide measures. Our Response-to-Intervention (RtI) program offers targeted re-teaching of concepts while offering selective enrichment opportunities to those who are meeting curricular expectations. Each method enables us to diagnose individual student progress and school-wide progress. These structures are embedded within our school staff leadership as well, with monthly Principal's Leadership Team meetings, department meetings and school-wide planning days for data analysis. In order to gather input from our larger educational community we have also instituted a monthly "Coffee with the Principal".

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	338
Grade 7	290
Grade 8	339
Total Enrollment	967

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	9.9
Filipino	1.4
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	0.5
White	58.4
Two or More Races	5.1
Socioeconomically Disadvantaged	19.4
English Learners	5.4
Students with Disabilities	9.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	42	42	42	871
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	14

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.3
All Schools in District	98.2	1.8
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	98.2	1.8

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 2015-16)

Year and month in which data were collected: November 2015

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 every six years, or as delayed at 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. On October 20, 2015, the Board of Education approved a resolution for the 2015-2016 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.

Core Curriculum Area	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, 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 & 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>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<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>2008 Adoption</p>		
Mathematics	<p>Grade 6: Holt, Rinehart and Winston: Holt Mathematics Course 1: Numbers to Algebra CA Edition</p> <p>Grades 7,8 Holt Rinehart and Winston: Holt Mathematics Course 2: Pre-Algebra CA Edition, Pearson/Prentice Hall: Algebra Readiness, California Edition; Algebra1: Concepts, Skills, and Problem Solving California Edition; McDougall Littell: Geometry</p>	No	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 Adoption</p>	Yes	0
History-Social Science	<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>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	2005 Adoption		
Foreign Language	Holt, Rinehart and Winston: Spanish: Expresate! Spanish 1 2012 Adoption	Yes	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Introducing Art		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, Director of Maintenance & Operations, Director of Planning & New Construction, 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 threat 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. Each year the District participates in the State's Deferred Maintenance Program, and these funds have been a major source of support for the annual Major Projects List in recent years. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction (OPSC). The District has not been required to make its normal contribution to the Deferred Maintenance Fund since the 2008-09 school year, and the State's annual contribution has been utilized for other "educational purposes", with this flexibility continuing through the current year. Deferred Maintenance Program projects will be prioritized and funded with carryover funds from previous budgets, or as augmented by future funding. The District provides 3 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. Located on 18.0 acres of land, the school has 46 classrooms, a multipurpose room, a library and an administration building. The campus underwent modernization beginning in 2001 with the addition of a new 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. The current capacity at Los Cerritos Middle School is 1,239 students. The school was inspected by the District Site Inspection Team on November 4, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 4, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Mechanical Systems need upgrading.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 4, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: November 4, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	67	63	44
Mathematics	56	56	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	340	333	97.9	13	23	38	26
	7	298	286	96.0	13	15	41	31
	8	343	336	98.0	15	18	43	23
Male	6		189	55.6	15	24	37	23
	7		155	52.0	16	21	35	28
	8		178	51.9	21	21	39	19
Female	6		144	42.4	10	20	40	31
	7		131	44.0	8	9	47	34
	8		158	46.1	9	15	48	27

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	6		5	1.5	--	--	--	--
	7		5	1.7	--	--	--	--
	8		4	1.2	--	--	--	--
American Indian or Alaska Native	7		1	0.3	--	--	--	--
	8		3	0.9	--	--	--	--
Asian	6		38	11.2	13	8	34	45
	7		27	9.1	4	0	33	63
	8		27	7.9	0	7	41	52
Filipino	6		2	0.6	--	--	--	--
	7		1	0.3	--	--	--	--
	8		11	3.2	18	18	45	18
Hispanic or Latino	6		73	21.5	27	41	23	8
	7		69	23.2	29	23	36	12
	8		79	23.0	29	32	30	9
Native Hawaiian or Pacific Islander	6		2	0.6	--	--	--	--
	7		2	0.7	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		186	54.7	7	20	45	28
	7		168	56.4	8	16	43	32
	8		202	58.9	12	15	48	25
Two or More Races	6		27	7.9	11	11	37	41
	7		13	4.4	0	0	31	69
	8		9	2.6	--	--	--	--
Socioeconomically Disadvantaged	6		66	19.4	33	39	24	3
	7		57	19.1	40	26	30	4
	8		84	24.5	35	23	36	7
English Learners	6		14	4.1	79	21	0	0
	7		10	3.4	--	--	--	--
	8		16	4.7	81	13	6	0
Students with Disabilities	6		27	7.9	70	7	19	4
	7		28	9.4	57	25	14	0
	8		38	11.1	50	29	21	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	340	332	97.6	18	26	25	30
	7	298	286	96.0	18	28	20	34
	8	343	337	98.3	20	20	23	36
Male	6		188	55.3	21	24	22	32
	7		155	52.0	18	24	20	38
	8		179	52.2	23	18	22	36
Female	6		144	42.4	15	27	29	28
	7		131	44.0	18	33	19	30
	8		158	46.1	18	22	23	35
Black or African American	6		5	1.5	--	--	--	--
	7		5	1.7	--	--	--	--
	8		4	1.2	--	--	--	--
American Indian or Alaska Native	7		1	0.3	--	--	--	--
	8		3	0.9	--	--	--	--
Asian	6		38	11.2	11	11	18	61
	7		27	9.1	4	0	15	81
	8		27	7.9	0	15	11	74
Filipino	6		2	0.6	--	--	--	--
	7		1	0.3	--	--	--	--
	8		11	3.2	9	9	18	64
Hispanic or Latino	6		72	21.2	43	32	14	10
	7		69	23.2	38	38	13	12
	8		79	23.0	43	28	18	10
Native Hawaiian or Pacific Islander	6		2	0.6	--	--	--	--
	7		2	0.7	--	--	--	--
	8		1	0.3	--	--	--	--
White	6		186	54.7	10	27	31	31
	7		168	56.4	12	30	24	33
	8		203	59.2	16	17	26	40
Two or More Races	6		27	7.9	22	11	26	41
	7		13	4.4	8	15	8	69
	8		9	2.6	--	--	--	--
Socioeconomically Disadvantaged	6		65	19.1	49	35	9	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		57	19.1	49	37	9	5
	8		85	24.8	39	26	19	14
English Learners	6		14	4.1	79	7	0	7
	7		10	3.4	--	--	--	--
	8		17	5.0	65	24	0	0
Students with Disabilities	6		27	7.9	74	11	7	4
	7		28	9.4	68	21	7	0
	8		39	11.4	72	13	13	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	90	86	80	82	81	80	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Students at the School	80
Male	80
Female	78
Black or African American	--
American Indian or Alaska Native	--
Asian	96
Filipino	81
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	--
White	88
Two or More Races	--
Socioeconomically Disadvantaged	55
English Learners	6
Students with Disabilities	58
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.80	18.40	43.00

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 (Most Recent Year)

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.31	3.87	2.91	3.02	3.11	2.80	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.07	0.03	0.05	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Approved, site specific, District Disaster Preparedness Plans and School Safety Plans covering all district and school site facilities are reviewed with staff and updated at the beginning of each school year. 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 current and consistent with new 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, through physical upgrades at many schools, single points of entry have been developed and secured

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. Through a generous donation, the District has also installed Automated External Defibrillators.

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 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate: English-Language Arts	Yes	Yes	
Met Participation Rate: Mathematics	Yes	Yes	
Met Percent Proficient: English-Language Arts	N/A	N/A	
Met Percent Proficient: Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Federal Intervention Program (School Year 2015-16)

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	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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		18	29	5	2	15	29	3	8	10
Mathematics	27	3	16	4	28	4	13	5	28	4	13	4
Science	34	1	3	16	33	2	6	12	33	2	3	14
Social Science	35	2	2	15	34	1	6	14	34	1	3	16

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	492
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	3.8	N/A
Other	13.5	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,262	\$446	\$4,816	\$61,131
District	N/A	N/A	\$5,519	\$72,230
Percent Difference: School Site and District	N/A	N/A	-12.7	-15.4
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	-9.9	-14.5

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

Types of Services Funded (Fiscal Year 2014-15)

The per pupil expenditures include funds expended for all instructional services. These include transportation, food services, health services, counseling services, instructional materials and maintenance. The Local Control Funding Formula provides funding for the following programs: School Enhancement Program (SEP) – (High Schools), Economic Impact Aid (EIA) - (All Schools), School Safety Program (Middle and High Schools), Gifted and Talented Education (All Schools), and the Student Assistance Program (All Schools). Categorical funding provides support for Special Education Services – (All Schools), Title I Services - PI transportation (school choice) and Supplemental Educational Services (Four 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: Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education – Ventura County Innovates – (High Schools)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,967	\$43,062
Mid-Range Teacher Salary	\$68,281	\$67,927
Highest Teacher Salary	\$86,459	\$87,811
Average Principal Salary (Elementary)	\$109,256	\$110,136
Average Principal Salary (Middle)	\$112,150	\$115,946
Average Principal Salary (High)	\$120,741	\$124,865
Superintendent Salary	\$185,000	\$211,869
Percent of Budget for Teacher Salaries	43%	39%
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. These professional development opportunities are provided by outside consultants, instructional coaches, and on-site teacher leaders. Working with the district, each school site develops differentiated professional development based on their site goals and the needs of the teachers.

The district also provides – at no cost to teachers - an induction program (Beginning Teacher Support and Assessment - BTSAs) 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, Response to Intervention, 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 two full days of staff development for all teachers. Teachers participate in additional full day and partial day staff development activities related to curriculum, assessment, report cards, and serving special populations.