

**Sequoia Middle School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sequoia Middle School
Street	2855 Borchard Road
City, State, Zip	Newbury Park, CA 91320
Phone Number	(805) 498-3617
Principal	Hallie Chambers
Email Address	hchambers@conejousd.org
Website	<a href="http://www.conejousd.org/sequoia">http://www.conejousd.org/sequoia</a>
County-District-School (CDS) Code	56 73759 6067300

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
Email Address	mmclaughlin@conejousd.org
Website	<a href="http://www.conejousd.org">www.conejousd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

Sequoia Middle School is committed to developing motivated, self-confident, lifelong learners through educational programs that foster student connections as well as honor diversity and inclusivity in a supportive learning environment. Our collaborative and dedicated staff design learning opportunities that promote the intellectual, social-emotional, and physical growth of all students. Partnering with our families and community, Sequoia Middle School ensures that students flourish and become responsible, compassionate and contributing members of society.

Sequoia Middle School's vision is to promote our core values of compassion, responsibility and empowerment and to inspire a love of learning.

Sequoia Middle School is dedicated to the academic growth of our students as well as the development of the whole child through enhancing social emotional skills. 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 925 students in the 6th, 7th and 8th grades. Sequoia receives students from five neighboring 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 ELs, SWDs, and GATE students.

Sequoia is home to the Discover Academy which has an integrated curriculum focus between English, history/social science and science. The Discover Academy fosters connections between cohorts of students, the community (through field trips, service and guest speakers), through integrated curriculum between English, history and science, and to real life experiences.

Sequoia has a campus wide program called CREW (As a Sequoia CREW we focus on compassion, responsibility, empowerment and our well-being) which focuses on social-emotional and academic growth. In addition, Sequoia offers support classes and programs for students who need additional support with work habits and academic subjects.

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 rigor 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 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 students, 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 2020 - 2021 school year is "At Sequoia, we believe and achieve." 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 2019-2020)

Grade Level	Number of Students
Grade 6	320
Grade 7	320
Grade 8	316
<b>Total Enrollment</b>	956

#### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	7
Filipino	1.2
Hispanic or Latino	32.5
Native Hawaiian or Pacific Islander	0.2
White	53.3
Two or More Races	4.7
Socioeconomically Disadvantaged	31.9
English Learners	13.2
Students with Disabilities	11.3
Foster Youth	0.4
Homeless	2.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	45	45	45	844
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	5	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.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** December 2020

All TK-12 students have current standards-based textbooks in math, science, history/social science, and English/language arts. With each curricular cycle established by the State of California, the Conejo Valley Unified School District (CVUSD) Board of Education adopts textbooks within the timeline provided. Standards-aligned books for grades 9-12 are approved locally. Textbooks in grades TK-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 expenses and/or equipment. The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing current state 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. On October 6, 2020, the CVUSD Board of Education approved a resolution for the 2020-2021 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.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 6: Pearson, myPerspectives 2017 Core Literature: One of the following - The Adventures of Ulysses by Bernard Evslin; Tuck Everlasting by Natalie Babbitt; Wonder by R.J. Palacio and one of the following: 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 Tollbooth by Norton Juster; Tuck Everlasting by Natalie Babbitt; The Lightning Thief by Rick Riordan; Wonder by R.J. Palacio; Dar and the Spear Thrower by Marjorie Cowley</p> <p>Grade 7: Pearson, myPerspectives 2017 Core Literature: One of the following - Catherine, Called Birdy by Karen Cushman; Christmas Carol by Charles Dickens; Giver by Lois Lowry and one of the following: Crispin by Avi; Catherine, Called Birdy by Karen Cushman; Christmas Carol by Charles Dickens; Giver by Lois Lowry; Mango-Shaped Space by Wendy Mass; 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: Pearson, myPerspectives 2017 Core Literature: One of the following - Animal Farm by George Orwell; Night by Elie Wiesel; Outsiders by S.E. Hinton and one of the following: Adventures of Tom Sawyer by Mark Twain; Alchemist by Paulo Coelho; Animal Farm by George Orwell; Book Thief by Markus Zusak; Boy in Striped Pajamas by John Boyne; Boy Who Harnessed the Wind by Kamkwamba and Mealer; Farwell to Manzanar by Jeanne Wakatsuki Houston; Glory Field by Walter Dean Myers; House of Scorpion by Nancy Farmer; Johnny Tremain by Esther Forbes; Night by Elie Wiesel; Outsiders by S.E. Hinton; Pearl by John Steinbeck</p> <p>Grades 6-8 Language Intervention: Pearson iLit and Houghton Mifflin Harcourt English 3D</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Grade 6: 6CP: Houghton Mifflin: Big Ideas Math Course 1 (2016) 6H: Houghton Mifflin: Big Ideas Math Advanced 1 (2016)</p> <p>Grade 7: 7CP: Houghton Mifflin: Big Ideas Math Course 2 (2016) 7H: Houghton Mifflin: Big Ideas Math Advanced 2 (2016)</p> <p>Grade 8: 8CP: Houghton Mifflin: Big Ideas Math Course 3 (2016)</p> <p>Algebra 1CP: Houghton Mifflin: Big Ideas Algebra 1 (2017) Algebra 1H: Houghton Mifflin: Big Ideas Algebra 1 (high school text) (2016)</p>	Yes	0
<b>Science</b>	<p>Grade 6: Pearson/Prentice Hall: Focus on Earth Science, CA Edition (2007)</p> <p>Grade 7: Pearson/Prentice Hall: Focus on Life Science CA Edition (2007)</p> <p>Grade 8: Pearson/Prentice Hall: Focus on Physical Science CA Edition, Physical Science: Concepts in Action with Earth and Science (2007)</p>	Yes	0
<b>History-Social Science</b>	<p>Grade 6: Glencoe Publishing Co.: World History, Discovering Our Past: Ancient Civilizations CA Social Studies (2006)</p> <p>Grade 7: Glencoe Publishing Co.: World History, Discovering our Past: Medieval and Early Modern Times – California Edition (2006)</p> <p>Grade 8: Glencoe Publishing Co.: United States History, Discovering Our Past: American Journey to World War 1 (2006); Center for Civic Education: We the People, the Citizen and Constitution</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Holt, Rinehart and Winston: Spanish: Expresate!: Spanish 1 (2012)	Yes	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Introducing Art -1999 Edition	Yes	0

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

## School Facility Conditions and Planned Improvements

Each fall, a team that consists of all or many of the following personnel, inspects each school in the Conejo Valley Unified School District: Site Administrator, Director of Maintenance and Operations, Director of Planning and 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 observed condition that represents a threat to the health and safety of students and staff is annotated for immediate correction. Notes include items that could improve the utility, appearance, sustainable maintenance, or safety of the school and 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 schools' needs and the funds available to address those needs. The Board of Education approves the final list in the spring, so the majority of the projects detailed are completed the following summer. Funds available through participation in the State’s Deferred Maintenance Program represent a significant source of support for the annual Major Projects List each year. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction and has had no required contribution to the Deferred Maintenance Fund since the 2008-09 school year. Therefore, the State’s annual contribution is available to use for other “educational purposes”. This flexibility continues through the current school year. Deferred Maintenance Program projects will be prioritized and financed with carryover funds from previous budgets or as augmented by future funds.

The District provides 2.5 full-time custodians at Sequoia Middle School. Our custodians 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. Sited on 19.6 acres of land, the school has 48 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 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. New shingles were added to the roofs in 2018. In 2019, new lockers were added to Sequoia. The campus also houses a Boys and Girls Club. The current capacity at Sequoia Middle School is 1169 students. The District Site Inspection Team assessed the school on 12/2/2020..



### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 12/2/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Poor	9: Asphalt needs seal coat and re-stripping.
<b>Overall Rating</b>	Good	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	62	N/A	66	N/A	50	N/A
Mathematics (grades 3-8 and 11)	49	N/A	58	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	39	N/A	49	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2020-2021)

Sequoia continues to have a great base of involved parents and volunteers who support the school. Sequoia parents are involved in the Parent Teacher Association (PTA), School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Special Education District Advisory Council (SEDAC), the District Advisory Council (DAC), the Gifted and Talented Education District Advisory Council (GATE DAC) and other volunteer opportunities around campus. Each organization has outstanding parents that work on various projects and committees throughout the year to help the Sequoia students and staff continue to strive towards their goal of excellence. Volunteers support many of our school-wide activities. Some of these are the annual 5k run, our Abilities Awareness program, our Diversity program, our academic student recognition program called Renaissance, the Talent Show, the Reflections program, and our ASB activities. Due to COVID-19, some of the volunteer opportunities were limited due to less events on campus. 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.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.3	3.0	2.3	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.4	1.3	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Site-specific Comprehensive School Safety Plans covering school site facilities are updated each year and reviewed with site council and school staff. Safety plans include SEMS assignments, emergency response teams and contact information, emergency supply inventory, specific school site information (layouts, schedules etc.), school rules related to discipline and safe schools, staff rosters, and identification of emergency assembly areas. Related District policies and administrative regulations are reviewed and updated on a regular basis to remain current and consistent with new law.

A communication system consisting of alternate powered and mobile two-way radios has been assigned to each site and tested at least annually. Each classroom and office has a phone with dial out and 9-1-1 capability.

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 employed an Automated External Defibrillator program at each location.

The District is working in collaboration with the Ventura County Department of Health and the Ventura County Office of Education to ensure that our school Reopening and COVID-19 Mitigation Plans and COVID-19 Safety Plan are in compliance with health department directives.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	29	4	9	10	27	6	11	6	25	10	11	7
Mathematics	26	5	18	1	27	6	12	3	29	5	14	5
Science	31	1	13	11	33		9	14	31	3	8	12
Social Science	31	1	12	8	33		7	11	29	4	8	10

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	480

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	1.06
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	0.86
Resource Specialist (non-teaching)	4.50
Other	11.08

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,130	\$1,926	\$6,204	\$90,045
District	N/A	N/A	\$6,693	\$84,606
Percent Difference - School Site and District	N/A	N/A	-7.6	6.2
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-22.2	6.3

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

## Types of Services Funded (Fiscal Year 2019-2020)

Per pupil expenditures include funds expended for all instructional services. These include transportation, Child Nutrition, 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 (school choice) and Alternative Support Services (seven elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners/LEP, and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the District. The Conejo Schools Foundation, PTAs, 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 Incentive Grant.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,087	\$52,484
Mid-Range Teacher Salary	\$78,237	\$81,939
Highest Teacher Salary	\$99,064	\$102,383
Average Principal Salary (Elementary)	\$118,972	\$129,392
Average Principal Salary (Middle)	\$121,900	\$136,831
Average Principal Salary (High)	\$134,542	\$147,493
Superintendent Salary	\$239,292	\$254,706
Percent of Budget for Teacher Salaries	39.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Conejo Valley Unified School District is committed to providing professional learning activities for all classified and certificated staff members. Staff continues to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards. A robust professional learning effort includes opportunities in researched-based instructional strategies, technological competencies, and Professional Learning Communities. The District's Local Control Accountability Plan (LCAP) prioritizes an entire goal with subsequent actions and services in order to "ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes."

Professional learning strategies such as workshops, virtual webinars, institutes and academies, as well as job-embedded activities relate to Universal Design for Learning, Social Emotional Learning, Educational Technology, College and Career Readiness, Positive Behavior Support, Smarter Balanced Assessments, and other required skills and competencies to meet the needs of all students. Professional learning topics align with District and school site needs identified through and outlined within the District's LCAP goals and the schools' School Plan For Student Achievement. Professional learning for high school faculty and staff members align with each school's WASC action plan.

The District also provides an accredited and free Teacher Induction Program to first and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

Site administrators receive continuous training at weekly meetings and through a full-day training at the start of the school year. Furthermore, the Ventura County Office of Education offers a professional learning series specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Multi-Tiered System of Supports, performance assessment, social-emotional learning, supervision, evaluation, and leadership.

In addition to professional learning 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 learning activities to every educator to improve the instructional process and enhance student achievement. Teachers and administrators participate in three full-day trainings to support curriculum, instructional technology, assessment, report cards, instructional strategies, and the use of data to teach all students.