

Colina Middle School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Colina Middle School
Street	1500 East Hillcrest Dr.
City, State, Zip	Thousand Oaks, CA 91362-2599
Phone Number	(805) 495-7429
Principal	Thomas S. Frank
E-mail Address	sfrank@conejousd.org
Web Site	http://www.conejousd.org/colina
CDS Code	56 73759 6055925

District Contact Information	
District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
E-mail Address	mmclaughlin@conejousd.org
Web Site	www.conejousd.org

School Description and Mission Statement (School Year 2018-19)

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's goal is to create an environment of respect and compassion for all people that includes a healthy online profile and appropriate use of technology.

Colina Middle School has outlined the expectations for what students will be able to do upon matriculation to high school. Students will develop:

- Positive attitudes toward the learning process, think independently, and have the ability to work cooperatively.
- Skills for effective, grammatically acceptable written and verbal communication.
- Skills and knowledge to maintain good physical and mental health as well as making healthy choices.
- Attitudes, skills, and knowledge to gain, organize, and communicate scientific information and to engage in critical thinking to make independent judgments.
- Attitudes and skills to appreciate the visual and performing arts or other interests that promote the creative processes.
- Knowledge of and appreciation for different cultures and the contributions each has made to the United States.

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, Drama, 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, Drama, 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. This year, Colina was one of ten schools in the state of California to be awarded the Middle School Foundations Academy grant that will build a CTE pathway to bridge with Westlake High School's technology academy.

Over the next two years, Colina will continue refine the development of best teaching strategies. We will continue to 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 students need to be productive members of society.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	298
Grade 7	369
Grade 8	329
Total Enrollment	996

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	8.6
Filipino	0.8
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0.5
White	49.3
Socioeconomically Disadvantaged	33.8
English Learners	9.5
Students with Disabilities	13.1
Foster Youth	0.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	47	45	48	873
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	37

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: July 2018

All K-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 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 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 16, 2018, the CVUSD Board of Education approved a resolution for the 2018-2019 school year declaring that the Conejo Valley Unified School District has provided each pupil with sufficient standards-based textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 6: Pearson, myPerspectives 2017 Core Literature: 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: 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: 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Grade 6: 6CP: Houghton Mifflin: Big Ideas Math Course 1 (2016) 6H: Houghton Mifflin: Big Ideas Math Advanced 1 (2016) Grade 7: 7CP: Houghton Mifflin: Big Ideas Math Course 2 (2016) 7H: Houghton Mifflin: Big Ideas Math Advanced 2 (2016) Grade 8: 8CP: Houghton Mifflin: Big Ideas Math Course 3 (2016) Algebra 1CP: Houghton Mifflin: Big Ideas Algebra 1 (2017) Algebra 1H: Houghton Mifflin: Big Ideas Algebra 1 (high school text) (2016) Geometry: McDougal Littell: Geometry (2008)	Yes	0
Science	Grade 6: Pearson/Prentice Hall: Focus on Earth Science, CA Edition (2007) Grade 7: Pearson/Prentice Hall: Focus on Life Science, CA Edition (2007) Grade 8: Pearson/Prentice Hall: Focus on Physical Science CA Edition, Physical Science: Concepts in Action with Earth and Science (2007)	Yes	0
History-Social Science	Grade 6: Glencoe Publishing Co.: World History, Discovering Our Past: Ancient Civilizations CA Social Studies (2006) Grade 7: Glencoe Publishing Co.: World History, Discovering our Past: Medieval and Early Modern Times – California Edition (2006) 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	Yes	0
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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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 significant 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 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. Sited on 14.46 acres of land, 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. The current student capacity at Colina is 1,199 students. The District Site Inspection Team assessed the school on 1/10/19.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	16: Needs re-seal coat and striping

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	61.0	62.0	67.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	54.0	54.0	59.0	57.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	977	927	94.88	62.45
Male	498	476	95.58	56.12
Female	479	451	94.15	69.11
Black or African American	17	17	100.00	47.06
American Indian or Alaska Native	--	--	--	--
Asian	84	81	96.43	82.72
Filipino	--	--	--	--
Hispanic or Latino	329	317	96.35	38.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	479	447	93.32	74.44
Two or More Races	53	50	94.34	77.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	346	327	94.51	37.12
English Learners	212	209	98.58	25.84
Students with Disabilities	112	105	93.75	7.69
Foster Youth	--	--	--	--

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

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	978	929	94.99	54.42
Male	499	478	95.79	52.2
Female	479	451	94.15	56.76
Black or African American	17	17	100	23.53
American Indian or Alaska Native	--	--	--	--
Asian	84	80	95.24	83.75
Filipino	--	--	--	--
Hispanic or Latino	329	317	96.35	28.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	480	450	93.75	67.33
Two or More Races	53	51	96.23	70.59
Socioeconomically Disadvantaged	346	327	94.51	28.22
English Learners	212	207	97.64	19.9
Students with Disabilities	109	96	88.07	5.21
Foster Youth	--	--	--	--

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

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.3	24.6	22.7

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 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 2018-19)

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Colina is proud of the many opportunities available for parent volunteers to help at the school. Anita Chiapuzio at (805) 495-7429 is in the main office to direct volunteers. Additionally, volunteers may contact our proud PTSA President, Mrs. Charity Brockman at colinapta@gmail.com. Volunteers can sign up for school wide events like Step it Up, Carnival, Luau, Orientation, Colina's Coffee, and many more.

The Bilingual Advisory Committee, CVUSD English Language Learner Committee, meets five times during the year to discuss the English Language Development Program.

For GATE, which meets three times annually, contact Mrs. Gia Jantz at (805) 495-7429 x 1017.

Colina's counseling office sponsors a Career Speakers Program where our own students' parents speak on their occupational fields. To participate, contact Kim Chopp at (805) 495-7429 x1022

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.7	2.9	2.9	2.5	1.8	2.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. The plan was reviewed with staff on August 21, 2017 and approved by school site council on September 26, 2017.

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).

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	7	8	11	30.0	3	6	13	31.0	4	3	16
Mathematics	25.0	5	2	3	23.0	5	2	2	27.0	8	11	6
Science	31.0	3	6	11	33.0		9	9	35.0		4	14
Social Science	32.0	2	8	9	34.0		6	11	34.0		6	13

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	497
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	10.4	N/A
Other	11.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,783	\$493	\$5,290	\$64,081
District	N/A	N/A	\$5,971	\$80,176
Percent Difference: School Site and District	N/A	N/A	-12.1	-22.3
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-29.6	-21.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,771	\$49,512
Mid-Range Teacher Salary	\$74,469	\$77,880
Highest Teacher Salary	\$94,293	\$96,387
Average Principal Salary (Elementary)	\$113,242	\$123,139
Average Principal Salary (Middle)	\$116,029	\$129,919
Average Principal Salary (High)	\$128,062	\$140,111
Superintendent Salary	\$219,549	\$238,324
Percent of Budget for Teacher Salaries	41.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <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 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, institutes and academies, as well as job-embedded activities relate to 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 bi-weekly meetings and through a full-day training at the start of the school year. In addition, 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.