

Redwood Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Redwood Middle School
Street	233 West Gainsborough Rd.
City, State, Zip	Thousand Oaks, CA 91360-3499
Phone Number	(805) 497-7264
Principal	Nicole Judd
Email Address	njudd@conejousd.org
Website	http://www.conejousd.org/redwood
County-District-School (CDS) Code	56 73759 6055891

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	www.conejousd.org

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

At Redwood Middle School, our mission is to develop lifelong learners who communicate, collaborate, and think critically, creatively, and independently. We encourage students to embrace the challenges that are necessary to become outstanding citizens and scholars. Redwood is a community that strives to maintain a safe, nurturing, and academic environment where there is a place for everyone.

SCHOOL DESCRIPTION

Redwood Middle School is in the heart of Thousand Oaks with approximately 800 students enrolled in Grades 6, 7, and 8. Redwood is committed to making sure that each student feels comfortable and safe before, during, and after school each day. Our campus supervisors, administrators, and counselors work together throughout the day to ensure the safety of each student. Student safety is and will continue to be a top priority at Redwood. Redwood believes that the values that are essential to a school's success are mirrored in the school community and that a strong school/community connection supports the standard of excellence that has been achieved at Redwood. We value our relationships with the community and with each Viking family. We encourage parents to communicate with staff via phone or email at any time. Parents are also encouraged to stay active in PTSA, SSC, and the many volunteer opportunities that come up throughout the year. With the help and involvement of the entire Redwood community, we will continue with our longstanding tradition of excellence.

Maintaining high expectations, we at Redwood are committed to providing all students with access to relevant and rigorous academic curricula. Recognized as a California Gold Ribbon School (2017) and a California Distinguished School (2013), Redwood offers outstanding academic as well as extracurricular opportunities

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	264
Grade 7	250
Grade 8	288
Total Enrollment	802

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	6.4
Filipino	1.5
Hispanic or Latino	31.3
Native Hawaiian or Pacific Islander	0.1
White	53.9
Two or More Races	5.2
Socioeconomically Disadvantaged	30.8
English Learners	7.7
Students with Disabilities	12.6
Foster Youth	0.2
Homeless	0.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	40	37	35	850
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	4	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	5
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 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 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 1, 2019, the CVUSD Board of Education approved a resolution for the 2019-2020 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.

Grade(s)	Subject / Title	Published
Mathematics		
6-8	Big Ideas for Math, Algebra 1CP, Honors Algebra, and Geometry	Houghton Mifflin 2015
	Geometry	McDougal Littell 2008
History/Social Science		
6	World History, Discovering Our Past: Ancient Civilizations CA Social Studies	Glencoe Publishing Co.2006
7	World History, Discovering our Past: Medieval and Early Modern Times	CA Edition
8	United States History, Discovering Our Past: American Journey to WW 1	
8	We The People, the Citizen and Constitution 07 Edition 2006	Center for Civic Education
World Language		
	Expresate!: Spanish 1 2008	Holt, Rinehart and Winston
	Integrated Chinese 3rd Edition Level 1 Part 1	Chen & Tsui Co. 2008
	Masterworks Chinese Comp./Expressive Literacy Through Reading and Comp.	
Science		
6-8	Focus on Life Science	Pearson/Prentice Hall 2008
8	Physical Science: Concepts in Action with Earth Science	Pearson/Prentice Hall 2005
Art		
6	Introducing Art	Glencoe/McGraw-Hill 1999
English/Language Arts		
	iLit ELL Levels A-C	Pearson 2018
6-8	My Perspectives Grades 6-8	Pearson 2017
	Inside Levels A-D	National Geo./Cengage 2008
Core Literature Selections		
6	Adventures of Ulysses	Bernard Evslin
6	Crossover	Kwame Alexander
6	Dar and the Spear Thrower	Marjorie Cowley
6	Golden Goblet	Eloise McGraw
6	Maroo of the Winter Caves	Ann Turnbull
6	Mrs. Frisby and the Rats of NIMH	Robert C. O'Brien
6	Phantom Tollbooth	Norton Juster

6	Tuck Everlasting	Natalie Babbitt
6	Wonder	R.J. Palacio
7	Catherine, Called Birdy	Karen Cushman
7	Christmas Carol	Charles Dickens
7	Crispin	Avi
7	Giver	Lois Lowry
7	Hobbit	J.R.R. Tolkien
7	King's Shadow	Elizabeth Alder
7	Mango-Shaped Space	Wendy Mass
7	Martian Chronicles	Ray Bradbury
7	Midwife's Apprentice	Karen Cushman
7	Proud Taste for Scarlet and Miniver	Elaine Konigsburg
7	Where the Red Fern Grows	Wilson Rawls
8	Animal Farm	George Orwell
8	Adventures of Tom Sawyer	Mark Twain
8	Alchemist	Paulo Coelho
8	Book Thief	Markus Zusak
8	Boy in Striped Pajamas	John Boyne
8	Boy Who Harnessed the Wind	Kamkwamba and Mealer
8	Fahrenheit 451	Ray Bradbury
8	Farewell to Manzanar	Jeanne Wakatsuki Houston
8	Glory Field	Walter Dean Myers
8	Great Expectations	Charles Dickens
8	House of Scorpion	Nancy Farmer
8	Johnny Tremain	Esther Forbes
8	Night	Elie Wiesel
8	Outsiders	S.E. Hinton
8	Peak	Roland Smith
8	Pearl	John Steinbeck
8	Refugee	Alan Gratz

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. 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 Redwood 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. Redwood Middle School was opened in 1966. Sited on 23.6 acres of land, the school has 45 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 2004, upgrades and replacements were made on underground utilities, restrooms, and doors. The District Site Inspection Team assessed the school on 12/26/19.

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

Year and month of the most recent FIT report: 12/26/2019

System Inspected	Rating	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	Poor	13: Fascia and wood trim need painting.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	61	63	66	50	50
Mathematics (grades 3-8 and 11)	54	48	57	58	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	794	769	96.85	3.15	60.99
Male	433	424	97.92	2.08	55.90
Female	361	345	95.57	4.43	67.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	51	51	100.00	0.00	82.35
Filipino	--	--	--	--	--
Hispanic or Latino	255	246	96.47	3.53	36.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	422	410	97.16	2.84	70.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	43	42	97.67	2.33	69.05
Socioeconomically Disadvantaged	259	250	96.53	3.47	35.60
English Learners	154	150	97.40	2.60	24.67
Students with Disabilities	100	95	95.00	5.00	17.89
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	794	770	96.98	3.02	47.92
Male	433	424	97.92	2.08	49.76
Female	361	346	95.84	4.16	45.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	51	51	100.00	0.00	72.55
Filipino	--	--	--	--	--
Hispanic or Latino	255	247	96.86	3.14	25.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	422	410	97.16	2.84	55.61
Two or More Races	43	42	97.67	2.33	64.29
Socioeconomically Disadvantaged	259	251	96.91	3.09	22.71
English Learners	154	151	98.05	1.95	12.58
Students with Disabilities	100	95	95.00	5.00	7.37
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
7	22.5	22.5	10.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Redwood is a parent-friendly environment. We recognize that parents are concerned about their children's progress and development; therefore, we encourage all of our parents to keep in touch with staff via phone or e-mail and to access teacher websites and their online grade books. Our parent all-call system includes an email feature that currently communicates with over 1000 individuals at one time. Redwood has a Facebook page and multiple Twitter accounts that can be accessed through our school website. Not only parents, but also community members, are invited to attend our Principal's Coffee sessions for informal question and answer gatherings. Our weekly Viking Voice shared via email informs our parents about upcoming activities and programs to ensure that all families have access to the events on campus.

Redwood believes that the values that are essential to a school's success are mirrored in the school community. We further recognize that the collective talents, skills, contributions, and efforts of the entire school community help us to realize our vision of success for all students. Many parent volunteers give unselfishly of their time, energy, and resources to help to make Redwood an excellent school. Parents can also participate in our national award winning Parent Teacher Student Association (PTSA) or become involved in our School Site Council (SSC) or English Learner Advisory Committee (ELAC). This strong school-to-community connection supports the standard of excellence that has been achieved at Redwood.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.0	4.0	2.6	1.8	2.3	1.6	3.6	3.5	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 2019-20)

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 works in collaboration with the City of Thousand Oaks, the Conejo Recreation and Park District, the Ventura County Sheriff's Department, and the Red Cross in coordinating response and resource allocations in major emergencies. Certain school sites have been identified for use as emergency shelters. Additionally, each comprehensive high school has a School Resource Officer assigned as part of the school community.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	30	3	6	10	28	3	8	9	28	3	7	8
Mathematics	28	1	3	1	29	1	14	4	27	3	13	2
Science	35	1	2	13	35		3	13	34		5	10
Social Science	33	2	2	13	33		7	10	34		4	11

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	401

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.7
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	15
Other	11

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6348	\$665	\$5683	\$74,039
District	N/A	N/A	\$6268	\$83,936
Percent Difference - School Site and District	N/A	N/A	-9.8	-12.5
State	N/A	N/A	\$7507	\$82,031
Percent Difference - School Site and State	N/A	N/A	-27.7	-10.2

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 2018-19)

Per pupil expenditures include funds expended for all instructional services. These include transportation, food services, 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 – Ventura County Innovates (CTE) – (Middle Schools & High Schools).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,144	\$51,374
Mid-Range Teacher Salary	\$76,703	\$80,151
Highest Teacher Salary	\$97,122	\$100,143
Average Principal Salary (Elementary)	\$116,639	\$126,896
Average Principal Salary (Middle)	\$119,510	\$133,668
Average Principal Salary (High)	\$131,904	\$143,746
Superintendent Salary	\$234,600	\$245,810
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	2017-18	2018-19	2019-20
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, 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.