

Los Cerritos Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Los Cerritos Middle School
Street	2100 East Avenida de las Flores
City, State, Zip	Thousand Oaks, CA 91362
Phone Number	(805) 492-3538
Principal	Jason Klinger
Email Address	jklinger@conejousd.org
School Website	conejousd.org/loscerritos
County-District-School (CDS) Code	56 73759 6093173

2021-22 District 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
District Website Address	www.conejousd.org

2021-22 School Overview

MISSION STATEMENT

The mission of Los Cerritos Middle School is to promote a safe, engaging, and academically demanding environment where all students challenge themselves to meet high personal and scholastic standards.

SCHOOL DESCRIPTION

We understand, value, and address the complex social, emotional, and physical needs of middle school students. Working as partners with their parents, we guarantee them a quality education through a varied, comprehensive, and rigorous curricular and extra-curricular program designed to nurture ethical citizens and life-long learners. We continually strive to improve the learning environment and programs for all students. Our standardized test scores and proficiency levels are among the top in English and Math in CVUSD and the county. Our school is unique among middle schools because it offers innovative programs specifically designed for the changing needs of our middle school students.

Our teachers believe in constant growth and development of the teaching practice. This growth and development is an integral part of the school as our teachers use collaboration time every Tuesday from 1:55 pm to 3:10 pm to work within their content area and with other content areas to develop, the most innovative and engaging lessons for students. In addition, we are a Professional Development School (PDS) with California Lutheran University. This partnership benefits Los Cerritos Middle School in various ways. As we host Teacher Candidates during their middle school semester of student teaching, these Teacher Candidates work collaboratively with our teachers and become assistant teachers in the classroom. Additionally, we work with CLU Professors to remain on the cutting edge of the best practices that teachers are developing at the university level. This partnership, along with our site collaboration time, allows our school to develop effective research based teaching methods including Problem Based Learning (PB), Project ACT (active collaborative transformative teaching and learning), Stanford Writing and Constructive Conversation Model, and other various differentiation techniques.

Our staff is committed to creating an educational environment that we would seek for our own children. In order to support the continued growth of the students at Los Cerritos, we have incorporated two cornerstone programs and modified them to meet the needs of our students and families. We strive to know our students' strengths and areas for improvement and have formalized reporting mechanisms to help measure, monitor, and intervene to help all student reach their potential. Our

2021-22 School Overview

Response-to-Intervention (RtI2) program offers targeted re-teaching of concepts for struggling students while offering enrichment opportunities and teacher directed study halls to those who are meeting curricular expectations. Each method enables us to diagnose individual student progress and school-wide progress to address the needs of individual students. The safety and security of our students is paramount. Our leadership team and teachers have incorporated the CHAMPS model to create a positive behavior support and management program based on teachers building and implementing a proactive and positive approach to classroom management, adopting common language among staff to address issues, and a focus on continuous improvement. The Ventura County Office of Education has named Los Cerritos a model program in our county based on our commitment to the CHAMPS program.

Los Cerritos Middle School intends to find a niche for every leopard. It is our desire to know students and to offer a meaningful activity that addresses their natural propensities. Our performing arts program features an awarding winning choir, band, and orchestra encompassing over half our student body. The Los Cerritos Leadership Program highlights three unique classes allowing students an opportunity to develop student-based activities while working to create a school environment that is supportive, nurturing, and fosters the "leopard" spirit. Opportunities for students to connect are widespread including over 18 clubs including the Builder's service club, chess club, robotics club, and many other organizations that allows our students to find a meaningful and positive school connection.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	249
Grade 7	279
Grade 8	309
Total Enrollment	837

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.1
Asian	9.4
Black or African American	1.2
Filipino	1.3
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.9
White	56.4
English Learners	8.5
Homeless	1
Socioeconomically Disadvantaged	20
Students with Disabilities	10.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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, 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 5, 2021, the CVUSD Board of Education approved a resolution for the 2021-2022 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.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts iLit ELL Levels A-C Pearson 2018 6-8 My Perspectives Grades 6-8 Pearson 2017 Core Literature Selections 6 Adventures of Ulysses Bernard Evslin Crossover Kwame Alexander Dar and the Spear Thrower Marjorie Cowley Golden Goblet Eloise McGraw Lightning Thief Rick Riordan Maroo of the Winter Caves Ann Turnbull Mrs. Frisby and the Rats of NIMH Robert C. O'Brien Phantom Tollbooth Norton Juster Tuck Everlasting Natalie Babbitt Wonder R.J. Palacio 7 Catherine, Called Birdy Karen Cushman Christmas Carol Charles Dickens Crispin Avi Forget Me Not Ellie Terry Giver Lois Lowry Hobbit J.R.R. Tolkien King's Shadow Elizabeth Alder	Yes	0

	Mango-Shaped Space Wendy Mass Martian Chronicles Ray Bradbury Midwife's Apprentice Karen Cushman Proud Taste for Scarlet and Miniver Elaine Konigsburg Where the Red Fern Grows Wilson Rawls 8 Adventures of Tom Sawyer Mark Twain Alchemist Paulo Coelho Animal Farm George Orwell Book Thief Markus Zusak Boy in Striped Pajamas John Boyne Boy Who Harnessed the Wind Kamkwamba and Mealer Fahrenheit 451 Ray Bradbury Farewell to Manzanar Jeanne Wakatsuki Houston Glory Field Walter Dean Myers Great Expectations Charles Dickens House of Scorpion Nancy Farmer Johnny Tremain Esther Forbes Night Elie Wiesel Outsiders S.E. Hinton Peak Roland Smith Pearl John Steinbeck Refugee Alan Gratz		
Mathematics	6-8 Big Ideas for Math, Algebra 1CP, Honors Algebra, and Geometry Cengage 2015 Geometry McDougal Littell 2008	Yes	0
Science	6-8 Focus on Earth Science, Focus on Life Science, Focus on Physical Science Pearson/Prentice Hall 2008 8 Physical Science: Concepts in Action with Earth and Science Pearson/Prentice Hall 2005	Yes	0
History-Social Science	6-8 History Alive! TCI 2017 We The People, the Citizen and Constitution 4th Edition Center for Civic Education 2006	Yes	0
Foreign Language	Asi se dice Spanish 1 McGraw Hill 2014 Integrated Chinese 3rd Edition Level 1 Part 1 Cheng & Tsui Co. 2008	Yes	0
Health	Teen Talk - Health Connected 2019 Edition	Yes	0
Visual and Performing Arts	6 Introducing Art Glencoe/McGraw-Hill 1999 6-8 Alfred's Essentials of Music Theory Book 1-3 Alfred Music 1998	Yes	0
Science Laboratory Equipment (grades 9-12)			

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 Los Cerritos Middle School and they follow District-defined cleaning standards and schedules to ensure that the school provides our students and staff with clean, healthy, and attractive learning environments. Los Cerritos Middle School was opened in 1972. Sited on 18.0 acres of land, the school has 52 classrooms, a multipurpose room, a library, and an administration building. The campus underwent modernization beginning in 2001 with the addition of a new gymnasium. In 2007, upgrades and replacements were made on underground utilities, restrooms, doors, and improving accessibility under ADA. In 2007, a two-story classroom building addition was completed. The campus also houses a Boys and Girls Club. The current capacity at Los Cerritos Middle School is 1,239 students. The District Site Inspection Team assessed the school on 11/22/2021.

Year and month of the most recent FIT report

11/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Asphalt areas needs cracks filled, seal coat, and stripes

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	836	NT	NT	NT	NT
Female	385	NT	NT	NT	NT
Male	451	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	78	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	223	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	473	NT	NT	NT	NT
English Learners	63	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	836	NT	NT	NT	NT
Female	385	NT	NT	NT	NT
Male	451	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	78	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	223	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	473	NT	NT	NT	NT
English Learners	63	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	51.37	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	308	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	171	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	68	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	186	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Our award-winning Parent Teacher Student Association (PTSA), including a very active student branch, provides our school and students with leadership, volunteers, classroom support, programs, projects, and activities. Our School Site Council (SSC) meets monthly to oversee the general school program and allocation of state improvement funds to meet school goals. Coffee with the Principal is held the first Tuesday of every month and provide an opportunity to share important school wide information as well as collect feedback from parents on any pertinent issue. The LCMS English Language Advisory Council (ELAC) meets five times a year and provide parents, teachers, and administration an opportunity to work together on supporting our English Learners. To learn more about our programs and how to participate at our school, please call the front office at (805) 492-3538 and ask for the name and number of the current Volunteer Coordinator or the Principal.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	870	861	54	6.3
Female	405	402	26	6.5
Male	465	459	28	6.1
American Indian or Alaska Native	2	2	1	50.0
Asian	81	81	1	1.2
Black or African American	10	10	1	10.0
Filipino	11	11	0	0.0
Hispanic or Latino	228	227	27	11.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	43	41	0	0.0
White	494	488	24	4.9
English Learners	75	74	11	14.9
Foster Youth	0	0	0	0.0
Homeless	10	10	3	30.0
Socioeconomically Disadvantaged	180	177	30	16.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	97	17	17.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.08	0.11	1.65	0.13	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.01	1.32	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.00
Female	0.00	0.00
Male	0.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	4	4	13
Mathematics	28	6	8	8
Science	35	1	1	17
Social Science	36		2	16

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	9	1	17
Mathematics	23	12	10	7
Science	25	8	5	14
Social Science	29	5	3	15

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	8	5
Mathematics	21	9	11	
Science	23	7	11	1
Social Science	26	7	8	4

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	418.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,930	\$1,237	\$5,693	\$64,798
District	N/A	N/A	\$6,731	\$87,867
Percent Difference - School Site and District	N/A	N/A	-16.7	-30.2
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-38.9	-28.5

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,289	\$52,562
Mid-Range Teacher Salary	\$80,193	\$83,575
Highest Teacher Salary	\$101,541	\$104,166
Average Principal Salary (Elementary)	\$130,603	\$131,875
Average Principal Salary (Middle)	\$134,349	\$137,852
Average Principal Salary (High)	\$148,029	\$150,626
Superintendent Salary	\$250,180	\$260,243
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The Conejo Valley Unified School District is committed to providing professional learning activities for all classified and certificated staff members. Teachers continue to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards and current curriculum adoptions. A robust professional learning effort includes opportunities in researched-based instructional strategies, Universal Design for Learning, technological competencies, social-emotional learning, and Professional Learning Communities. The District's Local Control Accountability Plan (LCAP) prioritizes professional development in Goal 2 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 meetings and 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 is committed to providing professional learning activities to teachers to improve the instructional process and enhance student achievement. CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership on topics to support curriculum, instructional technology, assessment, report cards, instructional strategies, and the use of data to teach all students.

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

On-going professional learning is provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, and Alternative Programs. This training will come in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

Site administrators receive continuous training at bi-weekly meetings and through a full-day training at the beginning of the school year. In addition, principals received professional development in diversity, equity, and inclusion throughout the course of the year. Furthermore, the Ventura County Office of Education offers a professional learning series specifically designed for district and site administrators. Administrators attend workshops in Multi-Tiered System of Supports, assessment, social-emotional learning, supervision, evaluation, and leadership.

TK-12 counselors and psychologists also participate in monthly professional development in which they engage in specific training related to social-emotional learning. 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 CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Canvas, UDL, GATE, assessment, and student engagement strategies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Conejo Valley Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District 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
District Website Address	www.conejousd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8946	883	9.87	90.13	72.15
Female	4287	432	10.08	89.92	75.52
Male	4658	451	9.68	90.32	68.90
American Indian or Alaska Native	27	4	--	85.19	--
Asian	791	123	15.55	84.45	91.06
Black or African American	114	6	5.26	94.74	--
Filipino	84	16	19.05	80.95	87.50
Hispanic or Latino	2712	223	8.22	91.78	57.34
Native Hawaiian or Pacific Islander	27	3	11.11	88.89	--
Two or More Races	521	49	9.40	90.60	79.59
White	4670	459	9.83	90.17	72.65
English Learners	1009	9	0.89	99.11	--
Foster Youth	11	1	9.09	90.91	--
Homeless	188	10	5.32	94.68	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2275	161	7.08	92.92	51.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1040	67	6.44	93.56	20.90

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8946	832	9.30	90.70	56.52
Female	4287	408	9.52	90.48	57.00
Male	4658	424	9.10	90.90	56.06
American Indian or Alaska Native	27	2	--	92.59	--
Asian	791	118	14.92	85.08	90.68
Black or African American	114	5	4.39	95.61	--
Filipino	84	14	16.67	83.33	64.29
Hispanic or Latino	2712	208	7.67	92.33	36.06
Native Hawaiian or Pacific Islander	27	3	11.11	88.89	--
Two or More Races	521	46	8.83	91.17	71.11
White	4670	436	9.34		55.66
English Learners	1009	8	0.79	99.21	--
Foster Youth	11	1	9.09	90.91	--
Homeless	188	8	4.26	95.74	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2275	152	6.68	93.32	29.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1040	67	6.44	93.56	10.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	7213	6614	92	8	70
American Indian or Alaska Native	20	41			44
Asian	624	70	11	89	46
Black or African American	99	131			41
Filipino	80	76	95	5	92
Hispanic or Latino	2243	1987	87	13	26
Native Hawaiian or Pacific Islander	18	18	100	0	33
White	3704	3568	96	4	55

English Learners	1009	827	11	18	11
Socioeconomically Disadvantaged	2275	1604	70	30	22
Students with Disabilities	1040	648	62	38	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	7213	6541	91	9	62
American Indian or Alaska Native	20	20		5	66
Asian	624	75	12	88	70
Black or African American	99	95	95	5	52
Filipino	80	102			75
Hispanic or Latino	2243	1982	88	12	62
Native Hawaiian or Pacific Islander	18		72	28	62
White	3704	2972	80	20	79
Socioeconomically Disadvantaged	2275	1609	71	29	40
Students with Disabilities	1040	653	63	37	33

*At or above the grade-level standard in the context of the local assessment administered.