

Environmental Acad of Research Tech and Earth Sci

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Environmental Acad of Research Tech and Earth Sci
Street	2626 Michael Dr.
City, State, Zip	Newbury Park, Ca, 91320
Phone Number	805-498-3686
Principal	Jeff Rickert, Principal
E-mail Address	jrickert@conejousd.org
Web Site	www.conejousd.org/earths
County-District-School (CDS) Code	56737590119396

District	
District Name	Conejo Valley Unified
Phone Number	(805) 497-9511
Web Site	http://www.conejousd.org
Superintendent First Name	Jeffrey
Superintendent Last Name	Baarstad
E-mail Address	jbaarstad@conejousd.org

Last updated: 1/21/2015

School Description and Mission Statement (Most Recent Year)

MISSION STATEMENT

EARTHS' mission is to provide an environment where students are actively engaged in a comprehensive, inquiry-based classroom, using the lens of environmental studies for students to study the earth, life and physical strands of science. EARTHS promotes learning as an integrated, interdisciplinary process rather than as a series of isolated subjects. Discrete skills are taught rather than discrete subjects. By delving more deeply into subjects with a cross-curricular approach, EARTHS helps students acquire the tools of inquiry and problem solving so that each may become an imaginative and independent thinker.

SCHOOL DESCRIPTION

EARTHS is a magnet school with an enrollment of 543 students. Our school serves students in grades K-5. Students attend school 385 minutes per day. The average class size is 22 students in grades K-3 and 32 in grades 4-5. Kindergarten students participate in an extended day program. The Conejo Valley Neighborhood for Learning Preschool is located on the EARTHS campus and as an approximate enrollment of 40 students split between a morning and afternoon sessions.

EARTHS promotes learning as an integrated, interdisciplinary built on the Common Core standards. The focus on earth sciences and technology provides students with an opportunity to learn through active engagement and allows students to receive in depth science exposure. By delving more deeply into subjects with a cross-curricular approach and using earth science and technology as a unifying theme for exploration, EARTHS helps students acquire the tools of inquiry and expression so that each student can construct a personally meaningful understanding of the world and become an imaginative, independent thinker. This approach, coupled with the strong presence of parents, through a minimum of three volunteer hours per month per family, and our community partners, creates an environment where students develop a capacity for service learning, cooperation, empathy and responsibility.

Community partners include: FOSS Science, The Lawrence Hall of Science, U.C. Berkeley, K-12 Alliance, West Ed, Boeing, Pepperdine University, National Park Service, Natural Resources Conservation Service, Baxter, Amgen, The Discovery Center, and the City of Thousand Oaks.

Located in one of Newbury Park's established neighborhoods within Ventura County, along a sycamore lined residential street, EARTHS Elementary School features modern classrooms in a bright clean and safe environment that is optimal for student learning. Built in 1965, EARTHS is an attractive and well-maintained campus, largely constructed of brick. Distinctive features include outdoor bio labs (regions of California, Native plant garden, Pollinator garden, fruits and vegetables, succulent areas), a computer lab with 44 computers connected to the Internet for student access and learning; a library complete with technology center for student online resources and a multipurpose room with new sound and lighting. Within the classroom students have access to computers and Smartboards. The center building is the EARTHS Exploration Center, complete with a Life Science Lab, Physical Science Lab, Computer Lab and Research Library. Through the efforts of our PTA (Parent Teacher Association), School Site Council, Conejo Valley maintenance staff and staff at EARTHS, we strive to bring this older facility into the 21st century through collaboration and a continual renewal effort.

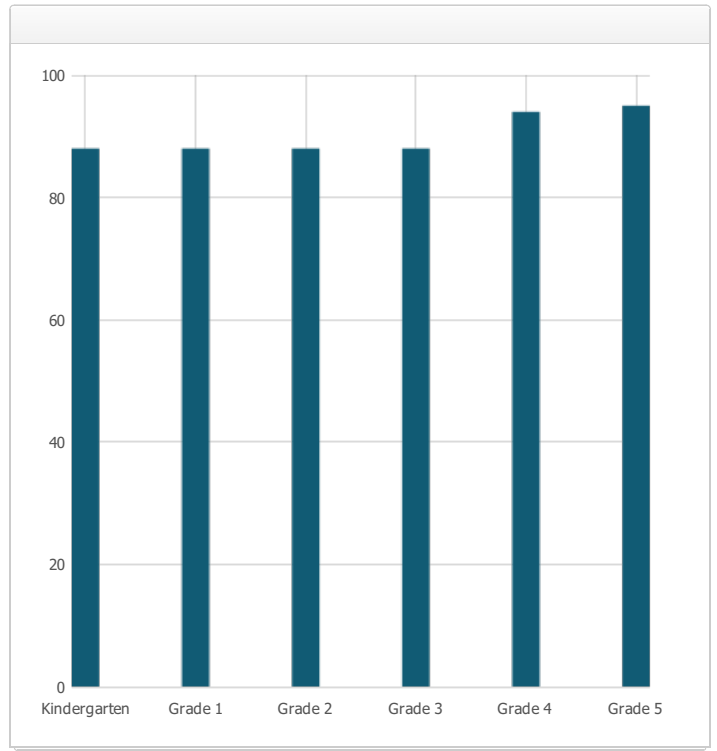
Our outdoor education program is in partnership with the Santa Monica National Park (SAMO). The Santa Monica Mountains rise above Los Angeles; widen to meet the curve of Santa Monica Bay and reach their highest peaks facing the ocean, forming a beautiful and multi-faceted landscape. Santa Monica Mountains National Recreation Area is a cooperative effort that joins federal, state and local park agencies with private preserves and landowners to protect the natural and cultural resources of this transverse mountain range and seashore.

Located in a Mediterranean ecosystem, the Santa Monica Mountains contain a wide variety of plants and wildlife. Students participate in outdoor programs that tie classroom instruction to the SAMO park. Programs are SEEDS (Students Experiencing the Environment by Doing Science for K-1), SPROUTS (Students Practicing Research Outdoors Using Technology and Science for grades 2-3) or SHRUBS (Students Helping Restore Unique Biomes). These programs integrate all of the grade level standards with service learning, character building and environmental awareness.

Last updated: 1/22/2015

Student Enrollment by Grade Level (School Year 2013-14)

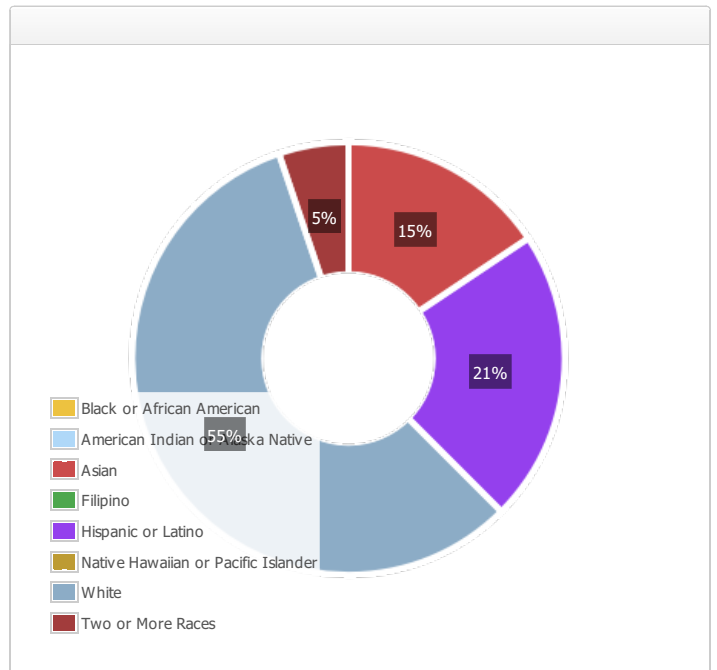
Grade Level	Number of Students
Kindergarten	88
Grade 1	88
Grade 2	88
Grade 3	88
Grade 4	94
Grade 5	95
Total Enrollment	541



Last updated: 1/7/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	15.5
Filipino	0.7
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.6
White	55.6
Two or More Races	5.2
Socioeconomically Disadvantaged	21.1
English Learners	20.1
Students with Disabilities	8.3



Last updated: 1/7/2015

A. Conditions of Learning

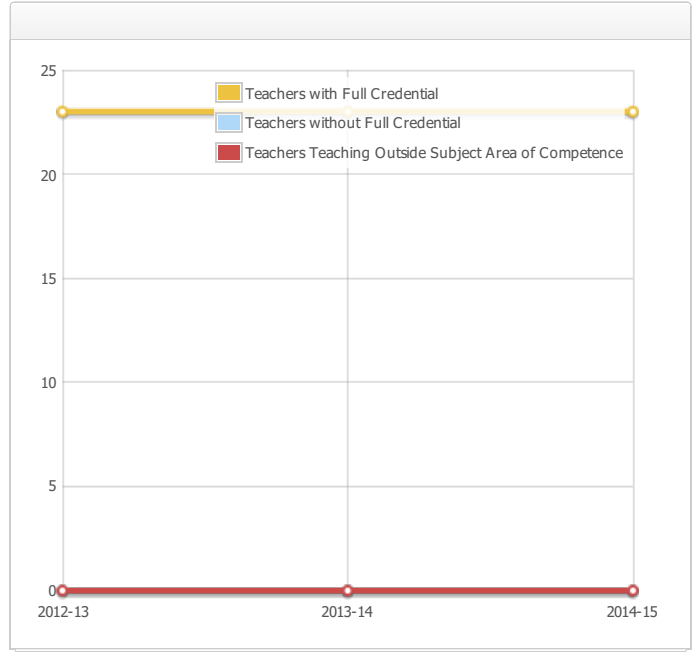
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

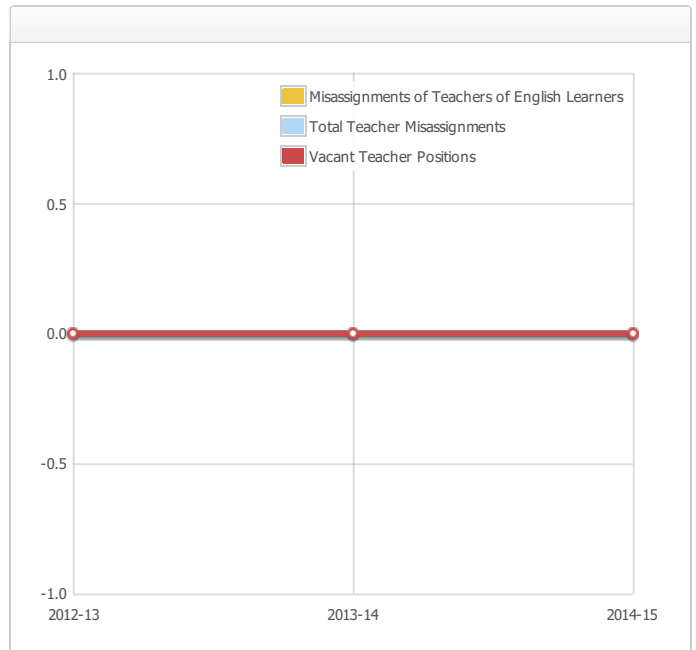
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	23	23	23	863
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16



Last updated: 12/16/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/16/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/16/2014

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten: McGraw Hill: California Treasures Reading Practice Book, Treasures Student Activity Book; Core Literature: The Little Engine that Could by Watty Piper, Goldilocks and the Three Bears by Jan Brett, The Little Red Hen by Paul Galdone, The Very Hungry Caterpillar by Eric Carle, The Three Billy Goats Gruff by Paul Galdone, The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown</p> <p>Grade 1: McGraw Hill: California Treasures Student Edition Books 1-6; Core Literature: The Grouchy Ladybug by Eric Carle, Stone Soup by Marcia Brown, Ira Sleeps Over by Bernard Waber, The Tale of Peter Rabbit by Beatrix Potter, The Town Mouse and the Country Mouse by Lorinda Cauley, A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel</p> <p>Grade 2: McGraw Hill: California Treasures Student Edition 1-2: Core Literature: A Bargain for Frances by Russell Hoban, Frog and Toad are Friends by Arnold Lobel, Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, Sylvester and the Magic Pebble by William Steig, Too Many Tamales by Gary Soto, Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney</p> <p>Grade 3: McGraw Hill: California Treasures Student Edition Books 1-2; Core Literature: Annie and the Old One by Miska Miles, Miss Rumphius by Barbara Cooney, The Velveteen Rabbit by Margery Williams, Charlotte's Web by E.B. White, Ramona Quimby, Age 8 by Beverly Cleary</p> <p>Grade 4: McGraw Hill: California Treasures Student Edition; Core Literature: Island of the Blue Dolphins by Scott O'Dell, By the Great Horn Spoon by Sid Fleischman, The Little House in the Big Woods by Laura Ingalls Wilder, Ben and Me by Robert Lawson, Hatchet by Gary Paulsen</p> <p>Grade 5: McGraw Hill: California Treasures Student Edition; Core Literature: Ben and Me by Robert Lawson, Hatchet by Gary Paulsen, Sign of the Beaver by Elizabeth Speare, In the Year of the Boar and Jackie Robinson by Betty Bao Lord, From the Mixed Up Files of Basil E. Frankweiler by E.L. Konigsburg, The Cay by Theodore Taylor, Shiloh by Phyllis Reynolds Naylor</p>	Yes	0.0
Mathematics	<p>Kindergarten: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math: My First Math Book (Common Core)</p> <p>Grade 1: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 2: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 3: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 4: McGraw Hill: Everyday Math Student Materials Initial Set, Everyday Math My Reference Book (Common Core)</p> <p>Grade 5: McGraw Hill: Everyday Math Student Materials Initial Set; Everyday Math My Reference Book (Common Core)</p>	Yes	0.0

Science	<p>Kindergarten: FOSS Science Kits - Wood and Paper; Animals Two by Two; Trees</p> <p>Grade 1: FOSS Science Kits- Solids and Liquids ; Air and Weather; Plants and Animals</p> <p>Grade 2: FOSS Science Kits-Balance and Motion; Insects and Plants; Pebbles, Sand and Silt</p> <p>Grade 3: FOSS Science Kits - Matter and Energy; Structures of Life; Sun, Moon, and Stars</p> <p>Grade 4: FOSS Science Kits- Magnetism and Electricity; Environments; Solid Earth</p> <p>Grade 5: FOSS Science Kits- Living Systems; Mixtures and Solutions, Water Planet</p>	Yes	0.0
History-Social Science	<p>Kindergarten: Pearson/Scott Foresman: Read Aloud Program 1-11</p> <p>Grade 1: Pearson/Scott Foresman: Read Aloud Program 1-16</p> <p>Grade 2: Pearson/Scott Foresman: Read Aloud Program 1-13</p> <p>Grade 3: Pearson/Scott Foresman: Our Communities, CA Edition</p> <p>Grade 4: Pearson/Scott Foresman: Our California</p> <p>Grade 5: Pearson/Scott Foresman: Our Nation</p>	Yes	0.0
Foreign Language	N/A		0.0
Health	<p>Grades K-3: Health W ave</p> <p>Grades 4-5: Healthy Y ou!</p>	Yes	0.0
Visual and Performing Arts	<p>MUSIC: McGraw Hill: Share the Music</p> <p>ART: Portfolio: A State of the Art by Barrett Kendall</p>	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/22/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Each fall, all schools in the Conejo Valley Unified School District are inspected by a team which consists of all or many of the following personnel; Site Administrator, Director of Maintenance & Operations, Director of Planning & New Construction, and the Assistant Superintendent. A facilities evaluation is completed documenting the condition of the school in a variety of areas, including the cleanliness of restrooms, condition of roofs, paving and walkways, HVAC systems, landscape maintenance, etc. Any condition observed, that represents a threat to the health and safety of students and staff, is annotated for immediate correction. Items noted which could improve the utility, appearance or safety of the school are recorded and evaluated for potential placement on the District's annual Major Projects List. The projects included on the final Major Projects List are based upon a priority assessment of all identified District school needs, and the funds available to address those needs. The final list is approved by the Board of Education in the Spring, with the majority of projects completed the following Summer. Each year the District participates in the State's Deferred Maintenance Program, and these funds have been a major source of support for the annual Major Projects List in recent years. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction (OPSC). The District has not been required to make its normal contribution to the Deferred Maintenance Fund since the 2008-09 school year, and the State's annual contribution has been allowed to be used 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 full-time custodians at EARTHS Magnet 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.

EARTHS Magnet School was opened in 1964 as Manzanita Elementary. Sited on 9.1 acres of land, the school originally had 29 classrooms, a multipurpose room, a library and an administration building. The campus underwent modernization in 2003, replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The campus was converted in 2009 to a magnet school involving a conversion of 6 classrooms into a science and aquatics lab, a library and a computer lab. The current capacity at EARTHS Magnet School is 420 students. The school was inspected by the District Site Inspection Team on October 7, 2014.

Last updated: 12/17/2014

School Facility Good Repair Status - Most Recent Year

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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 12/17/2014

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	85	84	85	81	83	82	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	82
All Students at the School	85
Male	89
Female	79
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	
White	98
Two or More Races	
Socioeconomically Disadvantaged	57
English Learners	44
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	76%	76%	82%	76%	77%	77%	54%	56%	55%
Mathematics	77%	75%	79%	66%	66%	66%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	72%	71%	75%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/8/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	4	2	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/8/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	39	-1	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	-13	39
Native Hawaiian or Pacific Islander			
White	26	-9	5
Two or More Races			
Socioeconomically Disadvantaged	43	-11	60
English Learners	37	-1	40
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/8/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.6%	26.3%	40.0%

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.

Last updated: 1/8/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

EARTHS Parent Teacher Association (PTA) supports the school and its programs. EARTHS families commit to a minimum of 3 volunteer hours per month. Parents are actively involved in classrooms, the library, arts programs, garden, outdoor education and a variety of fundraisers and family activities. Parents serve as leaders and members on the School Site Council, English Learner and GATE programs. Please call 498-3686 to inquire about or volunteer to be involved with one of our EARTHS programs.

State Priority: Pupil Engagement

Last updated: 1/7/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

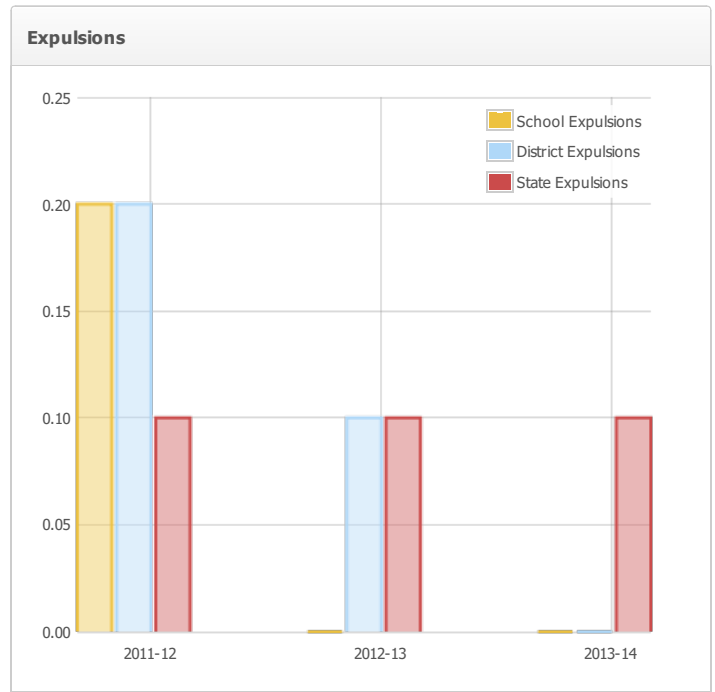
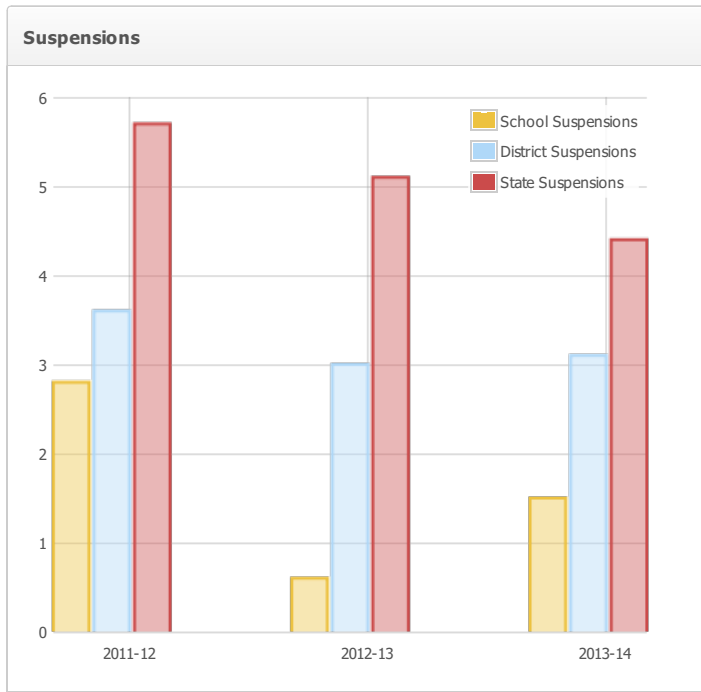
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.80	0.60	1.50	3.60	3.00	3.10	5.70	5.10	4.40
Expulsions	0.20	0.00	0.00	0.20	0.10	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

Approved, site specific, District Disaster Preparedness Plans and School Safety Plans covering all district and school site facilities are reviewed with staff and updated at the beginning of each school year. Safety plans address: a) child neglect and abuse reporting; b) disaster procedures; c) policies and procedures regarding dangerous students and bullying/harassment d) sexual harassment & nondiscrimination policies; e) dress code; f) safe ingress/egress; g) school rules related to discipline and safe schools. District policies and administrative regulations are reviewed and updated on a regular basis to remain current and consistent with new law.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies is located at all sites in preparation for possible emergency use. Moreover, through recent major technology upgrades at each school site, new alarm systems and telephones in every classroom are available for emergency use.

The District's Human Resources department provides training on an ongoing basis to certificated and classified staff. Each year, new employees are offered CPR and First Aid Training through organizations such as the American Red Cross and American Lung Association. Through a generous donation, the District has also installed Automated External Defibrillators.

The District also has partnered with the City of Thousand Oaks, the Conejo Recreation and Park District and the Ventura County Sheriff's Department for coordinating response and resource allocations in major emergencies. Additionally, with the generous support of the City of Thousand Oaks each comprehensive high school enjoys the services of a Student Resource Officer (TOPD).

Last updated: 12/12/2014

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 1/13/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/13/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.3	3	1	0	22.0	4			22.0		4	
1	22.3	3	1	0	22.0	4			22.0		4	
2	22.0	4	0	0	22.0	4			22.0		4	
3	22.0	4	0	0	22.0	4			22.0		4	
4	29.3	0	3	0	30.0	3			31.0		3	
5	32.0	0	3	0	30.0	3			32.0		3	
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/8/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.6	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other	3.7	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.

Last updated: 1/20/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,696	\$587	\$5,109	\$75,741
District	N/A	N/A	\$4,805	\$69,918
Percent Difference – School Site and District	N/A	N/A	6.00%	8.00%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	9.00%	9.00%

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

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)

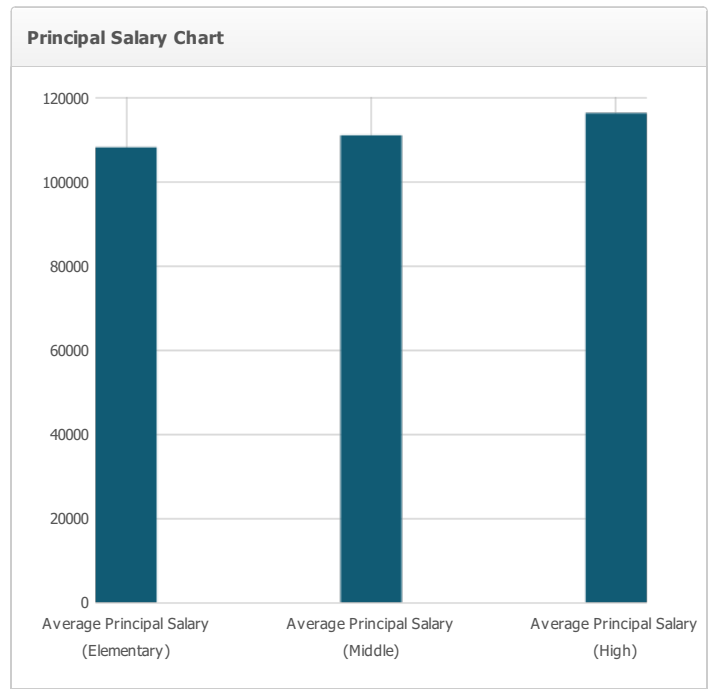
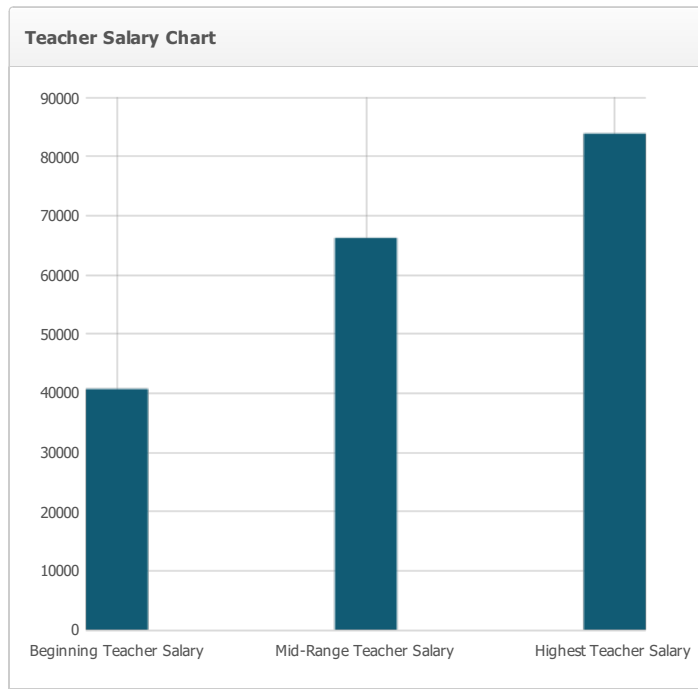
The per pupil expenditures include funds spent for all educational services including transportation, food services, health services, instructional materials and maintenance. Funding was allocated from district general funds, designated one-time allocations for special needs, and special categorical funds from state and federal resources. The main programs funded from Categorical and Specialized Funds were: School Enhancement Program (SEP) – (High Schools); Economic Impact Aid (EIA) - (All schools); Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools); School Improvement Program (All Schools); School Safety Program (Middle and High Schools); Gifted and Talented Education (All schools); Title I Services including PI transportation (school choice) and Supplemental Educational Services (Four elementary schools); Title IIA - (All schools); and Title III - English Language Learners (All schools).

Last updated: 12/12/2014

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,699	\$41,318
Mid-Range Teacher Salary	\$66,218	\$65,615
Highest Teacher Salary	\$83,846	\$84,981
Average Principal Salary (Elementary)	\$108,076	\$107,624
Average Principal Salary (Middle)	\$110,939	\$112,817
Average Principal Salary (High)	\$116,222	\$121,455
Superintendent Salary	\$183,002	\$206,292
Percent of Budget for Teacher Salaries	43.0%	40.0%
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/csl/>.



Last updated: 1/8/2015

Professional Development – Most Recent Three Years

Conejo Valley Unified School District is committed to providing professional development activities for all teachers and administrators. Both groups continue to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards and beyond. A robust professional development effort includes opportunities in researched-based instructional strategies, technological competencies and Professional Learning Communities. The

district also provides an induction program (Beginning Teacher Support and Assessment - BTSA) for first year and second year teachers, as well as a variety of professional development activities that are grade level or content specific.

Professional development strategies such as workshops, institutes and academies, as well as job-embedded activities are related to College and Career Readiness, Smarter Balanced Assessments and other proficiencies required to meet the needs of all students.

The Ventura County Superintendent of Schools Office offers a professional development series that is specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Response to Intervention, performance assessment, literacy intervention technology, supervision, evaluation, and leadership.

In addition to professional development activities offered to the district's teachers and administrators, classified employees receive training that is specific to their assignments.

The District is committed to providing professional development activities to every educator to improve the instructional process and enhance student achievement. The District provides two full days of staff development for all teachers. Teachers participate in additional full day and partial day staff development activities related to curriculum, assessment, report cards, and serving special populations.

Last updated: 12/12/2014