Ladera STARS Academy
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	Ladera STARS Academy
Street	1211 Calle Almendro
City, State, Zip	Thousand Oaks, CA 91360
Phone Number	(805) 492-3565
Principal	Lori Wall
Email Address	lwall@conejousd.org
School Website	conejousd.org/ladera
County-District-School (CDS) Code	56 73759 6055966

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

In fall of 2018, Ladera STARS Academy began it's 1st year as a CVUSD STEAM magnet school. The philosophy that drives our decisions regarding instruction is summarized in our Mission Statement:

Ladera STARS Academy is dedicated to providing students with innovative, engaging academic experiences featuring STEAM elements (Science, Technology, Engineering, Arts, and Math). We promote a community of cooperation and compassion that values every student and encourages students to take academic risks. Students grow as confident scholars through rigorous integrated curriculum that builds on their natural curiosity and creativity. The Next Generation Science Standards (NGSS) and themes drive the authentic, collaborative practices that create problem solvers and motivate students. We believe in every student's ability to succeed and are committed to making STARS Academy a challenging and inspiring place for student learning -- every day!

The vision that unifies our staff is to create a learning characterized by: "Students inspired to reach for the STARS through explorations in Science, Technology, Arts, and Rigorous Scholarship."

We have been working hard as an instructional staff to design integrated learning experiences around the Next Generation Science Standards (NGSS). Through hands on science explorations and Project/Problem Based Learning (PBL) students are engaged and excited about learning. Opportunities for student collaboration and interaction are increased. Reading and writing instruction efforts are meaningful for students as they seek information and record their findings and reflect on them in Science Notebooks and other written formats. Preparation for our PBL Exhibitions, where students present their projects/solutions to peers, families and community members, are well attended and an exciting way for students to demonstrate their learning.

We recognize the importance of science instruction to capture the natural curiosity of students, as well as the importance of art and design to help fire students' imagination and ability to innovate and invent. The art and design element can be seen in engineering practices, a vital aspect of the NGSS, as well as in our branding as a STEAM school (rather than a STEM school). Our commitment to the arts is reflected in our Creation Rotations program. Through this 24 week program, students rotate through instruction and exploration in each of the following disciplines: Visual Art, Music, Makerspace, Garden Science, Digital Art, and Dance.

Our active PTA enhances the STARS Academy school community with many events and activities. Some of those events are

2021-22 School Overview

designed to engage the entire family: Back to School Social, Welcome Back (parent) Coffee, Restaurant Nights, The Big Boo (carnival), Cupid Bingo, Reading Under the Stars Night, International Night, Earth Day Hike, and Spring Dance. Other events take place during the school day and benefit all students: Red Ribbon Week activities, Reflections Arts program, Chalk Art Festival, Specialist programs, assemblies, and more! The STARS Academy school community is a close-knit unit with the common goal of insuring that EVERY student at our school has a wonderful experience at school daily, loves learning, and is inspired to "Reach for the STARS".

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	44
Grade 2	47
Grade 3	39
Grade 4	44
Grade 5	57
Total Enrollment	274

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	4
Black or African American	3.6
Filipino	1.8
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4
White	43.4
English Learners	23
Foster Youth	0.7
Homeless	0.7
Socioeconomically Disadvantaged	31
Students with Disabilities	19

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, annually, sites receive specific science supplementary funds to be used for consumable expenses and/or equipment. The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing current state standards and frameworks, analyzing student data, writing courses of study (as required) and selecting and maintaining current instructional materials. The goal of such district-wide committees (comprised of teachers and administrators representing all targeted grade levels), is to achieve high academic standards for all of our TK-12 students. Each major subject area, such as math, science, history/social science, foreign language, and English/language arts, is reviewed and adopted under the guidance of the California Department of Education and State Board of Education. The committee submits its recommendations to the Board of Education for final approval. The recommendation to the Board includes the basic textbook materials as well as supplementary materials within the subject. On October 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	December 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: TK - 5 Wonders, McGraw-Hill 2017 Adopted August 2021 Reading: Elementary Core Literature Selections K The Little Engine that Could by Watty Piper K Goldilocks and the Three Bears by Jan Brett K The Little Red Hen by Paul Galdone K The Very Hungry Caterpillar by Eric Carle K The Three Billy Goats Gruff by Paul Galdone K/1 The Grouchy Ladybug by Eric Carle K/1 Stone Soup by Marcia Brown 1 Ira Sleeps Over by Bernard Waber 1 The Tale of Peter Rabbit by Beatrix Potter 1 The Town Mouse and the Country Mouse by Lorinda Cauley 1 Too Much Noise by Ann McGovern 1/2 A Bargain for Frances by Russell Hoban - required 1/2 Frog and Toad are Friends by Arnold Lobel - required 2 Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst - required 2 Sylvester and the Magic Pebble by William Steig 2 Too Many Tamales by Gary Soto 2 Matter: See It, Taste It, Smell it by Darlene Ruth Stille	Yes	0

	2 Ice Boy by David Ezra Stein 2 Little Raindrop by Joanna Gray 2 What is the World Made of by Zoehfekld 2 The Big Rock by Bruce Hiscock 2 Rocks : Hard, Soft, Smooth, and Rough by Rosinsky 2 If you find a Rock by Peggy Christian 2 Bugs are Insects by Anne Rockwell 2 Ant Cities by Arthur Dorros 2 Tops and Bottomjs by Janet Stevens 2 Log's Life by Wendy Pfeffer 2/3 Annie and the Old One by Miska Miles 2/3 Miss Rumphius by Barbara Cooney 3 The Velveteen Rabbit by Margery Williams 3 Stone Fox by John Reynolds Gardiner 3 Charlotte's Web by E.B. White 3 Badger Claws by Matt Boardman 3 Ramona Quimby, Age 8 by Beverly Cleary 4 Island of the Blue Dolphins by Scott O'Dell 4 By the Great Horn Spoon by Sid Fleischman 4 The Little House in the Big Woods by Laura Ingalls Wilder 4 Zia by Scott O'Dell 4 The Wild Robot by Peter Brown 4/5 Ben and Me by Robert Lawson 4/5 Hatchet by Gary Paulsen 5 Sign of the Beaver by Elizabeth Speare 5 In the Year of the Boar and Jackie Robinson by Betty Bao Lord 5 From the Mixed Up Files of Basil E. Frankweiler by E.L. Konigsburg 5 A Wrinkle in Time by Madelieine L'Engle 5 Vincent Shadow: Toy Inventor by Tim Kehoe 5 Eye of the Storm by Kate Messner 5/6 The Cay by Theodore Taylor 5/6 Shiloh by Phyllis Reynolds Naylor		
Mathematics	T K enVision Math Student Reteach and Practice Workbook Pearson 2016 K - 5 Go Math! California Student Multi-Volumes and Resource Packages Houghton Mifflin 2015	Yes	0
Science	K-5 FOSS NGSS Units Delta Education	Yes	0
History-Social Science	K How Have Things Changed? Pearson/Scott Foresman 2006 Who Are People In History? What Is A Holiday? How Can We Show Time? What Happens At School? How Can We Show A Neighborhood? What Symbols Do You Know? How Can You Find Things? What Can We Learn From Stories? Who Are Good Citizens? Why Do We Follow Rules? 1 How Do Goods Get To People? How Do People Use Money? How Do We Learn About Others? Who Came Before Us? How Are We Alike? How Can We Learn About The Past? What Was Life Like Long Ago?	Yes	0

	How Has Travel Changed? What Are Symbols Of America? How Do We Honor Our Heroes? How Do We Honor Our Country? Where Do You Live? How Can You Make A Map? What Does A Model Show? How Can We Use Maps/Globes? How Do We Show Respect? How Do We Make Rules? 2 How Do We Learn Family History? How is Life Different Today? How Can We put Events In Order? How Can We Locate Places? What Does a Map Show? Where Did My Family Come From? How Do People Use Land? What Do Governments Do? How Do People Solve Problems? How Do People Grow And Use Food? Who Are Buyers/Sellers? How Do People Use Resources? How Do Heroes Make A Difference? 3 Our Communities California Edition 4 Our California 5 Our NationWe The People, the Citizen and Constitution 4th Edition Center for Civic Education 2006		
Foreign Language			
Health	SPARKS School Specialty Adopted 2017	Yes	0
Visual and Performing Arts			
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 full-time custodians at Ladera STARS Academy 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. Ladera Elementary was opened in 1961. Sited on 9.58 acres of land, the school has 23 classrooms, a multipurpose room, a library, and an administration building. The campus underwent modernization in 2000 replacing and upgrading underground utilities, restrooms, doors, and improving accessibility under ADA. The current capacity at Ladera is 430 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			

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	139	NT	NT	NT	NT
Female	67	NT	NT	NT	NT
Male	72	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	62	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	59	NT	NT	NT	NT
English Learners	33	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	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	139	NT	NT	NT	NT
Female	67	NT	NT	NT	NT
Male	72	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	62	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	59	NT	NT	NT	NT
English Learners	33	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	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	53	NT	NT	NT	NT
Female	29	NT	NT	NT	NT
Male	24	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	20	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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

Research shows, and we have seen, that parent involvement increases student achievement. Students are much more likely to display positive attitudes toward school, complete their homework, and progress academically when there is a strong Home/School Partnership.

Home/School Communication
GOAL: Maintain consistent communication between families and School. Sources incluude the monthly newsletter "Ladera Dragon Tales," teacher newsletters and websites, regular all-calls and email blasts, parent-teacher conferences, emails, the school website (www.conejousd.org/ladera), regular online School/PTA (Parent Teacher Association) updates, Back to School Night, and Open House.

Home/School Support
GOAL: Parents and teachers support each other in providing students with the most effective education. Activities include Student Study Team, Individual Education Plans, parent-teacher conferences, student contracts, PTA, Meet the Masters (Art) Docents, Volunteers, etc.

Home/School Resources
GOAL: Provide parents resources for facilitating their child's formal education. Activities include Family Math Night, Parent Forums, Parent Power Counselor Talks, English Learner and GATE Parent meetings, newsletter articles, Student Study Team, Back-to-School Night, Odyssey of the Mind teams, EL Outreach team, and the Ladera Recycling Center.

Home/School Decision Making Teams
GOAL: School and District staff work together with parents to problem-solve and make decisions in the best interests of children. Committee involvement includes School Site Council (SSC), District Advisory Council (DAC), Gifted and Talented-District Advisory Committee (GATE-DAC), English Language Advisory Committee (ELAC), and PTA.

Volunteer hours are at an all-time high at Ladera, thanks to the efforts of a strong and active PTA. The Ladera PTA has an award winning history of enhancing the education of students by providing their expertise both inside and outside the

2021-22 Opportunities for Parental Involvement

classrooms. Activities such as The Big Boo Fall Festival, Dragon Dash Jog-A-Thon, Book Fairs, and Family Restaurant Nights, bring in needed fundraising dollars to provide enriching educational programs such as computer, physical education and music specialists, assemblies, field trips, and cutting-edge interactive technology. These activities, along with monthly Family Fun Nights, bring families together to create the warm community atmosphere that makes Ladera's STARS Academy special!

Ladera STARS Academy principal, Lori Wall, may be reached at (805) 492-3565.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	292	285	18	6.3
Female	142	139	6	4.3
Male	150	146	12	8.2
American Indian or Alaska Native	0	0	0	0.0
Asian	13	11	0	0.0
Black or African American	10	10	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	124	121	10	8.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	11	11	1	9.1
White	128	126	7	5.6
English Learners	68	67	6	9.0
Foster Youth	2	2	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	97	97	13	13.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	59	4	6.8

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	0.31	0.00	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	0.30	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	22		2	
2	24		2	
3	24		2	
4	25		2	
5	24		2	
6				
Other	10	2		

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	17	3		
2	21		2	
3	23		2	
4	28		2	
5	27		2	
6				
Other	9	2		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		1	
1	22		1	
2	22		1	
3	19	2		
4	21		2	
5	28		2	
6				
Other	15	3	1	

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	

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)	0
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 teach 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	$8,680	$1,564	$7,116	$71,857
District	N/A	N/A	$6,731	$87,867
Percent Difference - School Site and District	N/A	N/A	5.6	-20.0
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-17.1	-18.4

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 Students 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.