

Alice C. Stelle Middle School

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Serving Grades Six through Eight

CDS Code: 19-64683-0101154

Ryan Emery, *Principal* • remery@lvusd.org



2016-2017 School Accountability Report Card

Las Virgenes Unified School District

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District Administration

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Superintendent
Superintendent@lvusd.org

Dr. Clara Finneran
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Education

Dr. Rose Dunn
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Personnel

Karen Kimmel
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Director of Pupil Services

Ryan Gleason
Director of Education
and Leadership

Jim Klein
Chief Technology Officer

Robbie Amodio
Director of Classified Personnel

Steve Scifres
Director of Curriculum and
Athletics

Board of Education

Dallas Lawrence, President
Linda Menges, Vice President
Mathy Wasserman, Clerk
Angela Cutbill, Member
Lesli Stein, Member

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

Principal's Message

The annual School Accountability Report Card (SARC) provides the school with an excellent opportunity to convey a wealth of information to the local community. The specific areas noted are a brief, comprehensive reflection of the school in general. More detailed information is always available upon request. One of the primary goals of A.C. Stelle is to maintain effective and frequent communication with our community by way of our quarterly newsletters, the SARC report, and our A.C. Stelle website.

A.C. Stelle Middle School located in Calabasas, serves the communities of Calabasas, West Hills, and parts of Hidden Hills, in addition to a large unincorporated area. Our most important goal at A. C. Stelle is the academic and social development of our students. This can best be achieved when students, parents, and staff members work together in a partnership. Parents are invited to participate and are encouraged to be part of the A. C. Stelle Middle School program. Through the Parent Faculty Club (PFC), the School Site Council (SSC), volunteering at school, and reinforcing their child's work at home, parents play a vital part in their child's education and in the success of the instructional program at A.C. Stelle.

We are proud and pleased to be working with you this year, and we hope that the information contained in this School Accountability Report Card helps to establish good communication between school, home and community.

School Mission Statement

During the middle school years, students embark on a challenging adventure filled with development and change. We at A.C. Stelle Middle School are dedicated to the goal of academic excellence, as well as the personal and social development of all students. We guide our students to become responsible citizens, effective communicators, cooperative workers, and critical thinkers so that they can reach their full academic potential. We foster a climate that is conducive to building character and to respecting the rights of others. The development of each child's self worth and self-image is central to our mission and will lead to the academic excellence we seek.



Community & School Profile (School Year 2017-18)

Las Virgenes Unified School District educates nearly 12,000 pre-kindergarten through twelfth grade students on a traditional calendar schedule. Serving students from Calabasas, Agoura Hills, Hidden Hills, and Westlake Village, the district is currently comprised of two comprehensive high schools, three middle schools, nine elementary schools, one preschool, an alternative learning center, and a home schooling program.

Every school in the district is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

School Enrollment (School Year 2016-17)

A.C. Stelle Middle School is located in the western section of Calabasas. In the 2016-17 school year, the school served 807 students in grades six through eight. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
6th	227	288	271
7th	249	248	286
8th	270	254	250

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	2.4%
American Indian or Alaska Native	0.6%
Asian	7.1%
Filipino	0.9%
Hispanic or Latino	5.8%
Native Hawaiian or Pacific Islander	0.1%
White	81.4%
Two or More Races	1.7%
EL Students	7.4%
Socioeconomically Disadvantaged	8.2%
Students with Disabilities	11.4%

School Attendance (School Year 2016-17)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The office staff makes daily phone calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

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 Assignment

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	31	37	30	452
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	3	3	0	5

Teacher Misassignments and Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Textbooks & Instructional Materials (School Year 2017-18)

Las Virgenes Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The district held a Public Hearing on October 17, 2017, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual and Performing Arts, Health, and Foreign Language for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Title	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/Language Arts	Units of Writing	Heinemann	2014	Yes	0.0%
6th-8th	English/Language Arts	Timeless Voices, Timeless Themes	Prentice Hall	2003	Yes	0.0%
6th-8th	Health	Teen Health Course 3	Glencoe/McGraw Hill	2005	Yes	0.0%
6th-8th	Mathematics	California Math Courses 1-3	McGraw Hill	2014	Yes	0.0%
6th-7th	Mathematics	Larson Big Ideas California	Houghton Mifflin	2014	Yes	0.0%
8th	Algebra I	Algebra I California	McGraw Hill	2015	Yes	0.0%
6th	Science	Focus on Earth Science, CA Edition	Prentice Hall	2007	Yes	0.0%
7th	Science	Focus on Life Science, CA Edition	Prentice Hall	2007	Yes	0.0%
8th	Science	Focus on Physical Science, CA Edition	Prentice Hall	2007	Yes	0.0%
6th-7th	Social Studies/History	World History: Ancient Civilizations	McDougal Littell	2006	Yes	0.0%
7th	Social Studies/History	World History: Medieval and Modern Times	McDougal Littell	2006	Yes	0.0%
8th	Social Studies/History	Creating America: History of the U.S. - Beginnings Through WWI	McDougal Littell	2006	Yes	0.0%

School Facilities (School Year 2017-18)

Originally constructed in 2003, A.C. Stelle Middle School is situated on 31.14 acres. The campus consists of four permanent classroom buildings, a library, a gymnasium, a multi-purpose room, a cafeteria, a band/choir room, an art room, four teacher prep rooms, a staff lounge, two computer labs, and an athletic field. The chart displays the results of the most recent school facilities inspection. Facilities data collected in December 2017.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Las Virgenes Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Conditions				
Date of Last Inspection: 11/14/2017				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Bldg E: E-201 fan motor needs replacement. Work order submitted.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	68	72	--	70	72	--	48	48
Mathematics (Grades 3-8 and 11)	--	54	58	--	59	60	--	36	37
Science (Grades 5, 8, and 10)	90	83	--	82	77	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	805	782	97.14	71.69	773	96.14	58.42
Male	388	375	96.65	64.61	373	96.38	58.18
Female	417	407	97.60	78.22	400	95.92	58.65
Black or African American	18	18	100.00	47.06	18	100.00	44.44
Asian	57	55	96.49	83.64	55	96.49	83.64
Hispanic or Latino	48	48	100.00	57.45	48	100.00	43.75
White	655	634	96.79	72.9	628	96.02	57.58
Two or More Races	14	14	100.00	57.14	13	92.86	53.85
Socioeconomically Disadvantaged	69	68	98.55	54.41	66	97.06	39.39
English Learners	96	95	98.96	53.19	95	98.96	38.95
Students with Disabilities	96	90	93.75	23.6	87	91.58	13.79

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 area of physical education

Physical Fitness (School Year 2016-17)

In the spring of each year, A.C. Stelle Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.1%	25.6%	38.6%

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 school site.

Parent & Community Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational program at A.C. Stelle Middle School. Numerous programs and activities are enriched by the generous contributions made by the City of Calabasas, Parent Faculty Club (PFC), and numerous local businesses. The following events are open to parents and community:

- Back-To-School
- Day Performances
- Fifth Grade Parent Night
- History Day
- Jog-a-thon
- Open House
- Parent Education Seminars
- PFC Meetings
- Play Productions
- Renaissance Fair
- Stellar Voices & Band Concerts

Contact Information

Parents who wish to participate in the school's leadership teams, committees, activities, or become volunteers may contact the office at (818) 224-4107, or visit the district's website at www.lvusd.org.

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.

Discipline & Climate for Learning

The goal of A.C. Stelle Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school believes students who develop a sense of personal responsibility will mature both academically and emotionally. Students who violate the school's discipline policies lose allocated points given at the beginning of each year. Falling below a certain point total during the year leads to specified consequences. Additionally, A.C. Stelle actively reinforces the six pillars of character: caring, trustworthiness, fairness, responsibility, respect, and citizenship.

Parents and students are informed of discipline policies at the beginning of each school year through the Student/Parent Handbook. Rules are reinforced in the student planner, school newsletter, classroom postings, and during parent-teacher conferences and assemblies. Each infraction of the conduct code is reported to parents. Students who exemplify good behavior standards are rewarded during regularly scheduled presentations and assemblies.

The table displays the number and percentage of students suspended and expelled at the school, in the district, and throughout the state for all grade levels. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.18	2.21	2.31	0.00	0.00	0.12
District	0.90	1.16	1.16	0.00	0.00	0.01
State	3.79	3.65	3.65	0.09	0.09	0.09

Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self esteem. Students are honored at assemblies and individual classroom presentations for their achievements in academics and athletics. The following recognition programs are ongoing at the school:

- Band & Vocal Groups (Disneyland Performance)
- California Junior Scholarship Federation (CJSF) Awards
- Character Counts Awards
- Eagle Club Recognition Trip
- Essay Contest Recognition
- History Day Recognition
- Honor Society Awards & Recognition Trips
- Presidential Academic & Fitness Awards
- Subject Area Awards

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's academic and extracurricular activities, which promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities and programs include:

- After-school Tutoring
- Arts & Crafts Club
- Band Concerts
- Book Club
- California Junior Honor Society (CJHS)
- Chess Club
- Drama/Plays
- Eagle Club
- Field Trips
- Guest Speaker Assemblies
- History Day
- Intramural Teams
- Knitting Club
- Movie Club
- Peer Tutoring
- Renaissance Fair
- Sports Nights (Parent Participation)
- Stellar Voices

School Safety (School Year 2017-18)

The safety of students and staff is a primary concern of Alice C. Stelle Middle School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed. The plan was last updated and reviewed with school staff in August 2017. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures, routine, and emergency
- Policies related to suspension and expulsion
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment
- School rules and procedures

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.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI	-	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	66.7%

School Leadership

Leadership at A.C. Stelle Middle School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Principal Ryan Emery joined the school in the fall of 2016.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- ASB/Leadership Team
- Character Counts Committee
- English Language Advisory Council
- Leadership Team
- Parent Faculty Club
- School Site Council
- Student Study Team
- Technology Committee

Curriculum Improvement

Las Virgenes Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
15	16	17	15	16	17	15	16	17	15	16	17	
By Subject Area												
English	26	25	24	4	6	7	10	9	11	6	6	5
Mathematics	26	24	24	4	7	6	12	9	10	4	5	6
Science	31	31	30	2	2	2	7	5	4	8	9	11
Social Science	30	28	26	2	2	7	7	13	3	8	3	11

Counseling & Support Staff (School Year 2016-17)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals.

The academic counselor-to-pupil ratio is 1:367. The chart displays a list of support services that are offered to students. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	2	As Needed
Counselor	3	2.2
Health Clerk	1	1.0
Media Center Clerk	1	1.0
Nurse	1	As Needed
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	2	2.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.8

The district uses all available community resources to assist students in their emotional and academic development including: Los Angeles County Mental Health, STAR Officers, Child Protective Services, City of Calabasas, local law enforcement, and Juvenile Intervention Team.

English Learner (EL) students receive specialized services and instruction from appropriately credentialed teachers. The school offers supplementary instruction to assist in English language acquisition.

A.C. Stelle Middle School offers support classes in Math, Language Arts, and Reading for students who are performing below grade-level standards. Additional interventions are provided as needed.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team (SST) develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the RSP Program, and/or sessions with the Speech/Language Specialist.

A.C. Stelle offers a variety of Honors and Advanced Classes. Students test into the class prior to scheduling.

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsors staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For the past three years, the district provided three staff development days annually.

Library/Media Center Information

The school's media center, staffed by a part-time Library Media Specialist and full-time Library Clerk, is stocked with thousands of books that are available for students to check out. The school's library also contains a collection of video- and audio-tapes that tie into curricular areas of study. Students visit the library on a regular basis and are encouraged to visit before and after school. Forty-two computer workstations within the library are connected to the Internet so students may access resources and information online.

Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom contains a minimum of one computer per student. Students also have access to two computer labs, a class set of netbooks, and six class sets of laptops, which contain a combined total of 350 Internet-accessible workstations. Students receive computer-assisted instruction use on a weekly basis. Software includes programs to develop keyboarding, data entry, spreadsheet, word processing skills, multi-media presentation, web design, and other programs.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Agoura Hills, Calabasas, Thousand Oaks, Woodland Hills, and Westlake Village which contain numerous computer workstations.

District Expenditures (Fiscal Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,332
From Supplemental/Restricted Sources	\$2,482
From Basic/Unrestricted Sources	\$6,850
District	
From Basic/Unrestricted Sources	\$6,850
Percentage of Variation between School & District	0.0%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	4.2%

School Site Teacher Salaries (Fiscal Year 2015-16)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$80,624
District	\$75,700
Percentage of Variation	6.5%
School & State	
All Unified School Districts	\$77,824
Percentage of Variation	3.6%

Average Teacher & Administrative Salaries (Fiscal Year 2015-16)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Website.

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$44,827	\$48,522
Mid-Range Teachers	\$73,980	\$75,065
Highest Teachers	\$94,207	\$94,688
Elementary School Principals	\$112,722	\$119,876
Middle School Principals	\$122,862	\$126,749
High School Principals	\$140,446	\$135,830
Superintendent	\$211,835	\$232,390
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	37.0%
Administrative Salaries	5.0%	5.0%

District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Las Virgenes Unified School District received state and federal categorical funding for the following support programs:

- Title I
- Title II
- Title III
- Vocation Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).