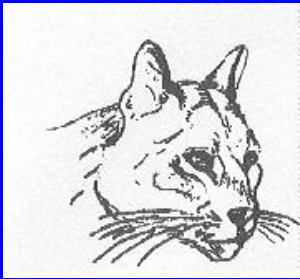




5844 Larboard Lane
Agoura Hills, CA 91301-1423
(818) 889-2134
www.lvusd.org

Sixth through Eighth Grades

Principal
Ron Kaiser



**2005-2006
Board of Education**

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Assistant Superintendent, Personnel

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Director, Elementary Education

Jim Nielsen
Director, Secondary Education

Mary Schillinger
Director, Pupil Services

**Las Virgenes Unified School District
Lindero Canyon Middle School**
“Dedicated to Excellence”

2005-2006 School Accountability Report Card

Principal’s Message

I am delighted to share our School Accountability Report Card with you. Lindero Canyon Middle School is a neighborhood public school where fifth graders transition comfortably into middle school and eighth graders are adeptly prepared for high school, where academic excellence is inherent and celebrated, where parents are empowered partners in all aspects of school life, where staff works diligently to help kids succeed, and where community leaders boast proudly of its commitment to producing responsible young citizens and its award-winning accomplishments.

The Mission of Lindero Canyon Middle School is to provide a safe, nurturing environment where all students, teachers, and staff are respected, encouraged to do their best, recognized for their achievements, and given the support to succeed.

Lindero Canyon Middle School is dedicated to being a school of challenges, preparing students to become lifelong learners, informed and creative decision makers, and responsible members of society.

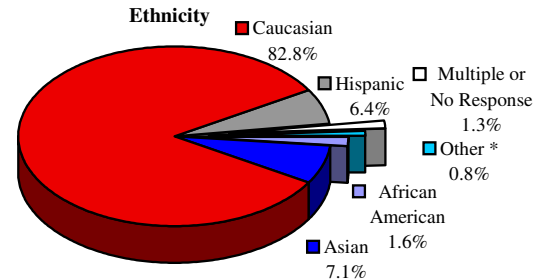
Lindero Canyon Middle School was named a National Blue Ribbon School for excellence.

Community & School Profile

Las Virgenes Unified School District educates students in grades preschool through twelve on a traditional calendar system. There are currently two comprehensive high schools, one continuation high school, three middle schools, eight elementary schools, one preschool, and a home schooling program in the District. Las Virgenes Unified School District is committed to providing all students with a strong instructional program which ensures excellence in education.

Lindero Canyon Middle School is located in the northern section of the city of Agoura Hills and serves students in grades six through eight. In the 2005-06 school year, Lindero Canyon Middle School served 1091 students. The student population consisted of 7.0% students with disabilities, 3.0% English Learners and 3.6% socioeconomically disadvantaged. Additional student body demographics are illustrated to the right.

Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of each individual student. Lindero Canyon Middle School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience.



* Other indicates Filipino (0.6%) and Pacific Islander (0.2%).

School Leadership

Leadership at Lindero Canyon Middle is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Principal Ron Kaiser has led the school for 17 years, backed by more than 39 years in education. The School Site Council is a major governing body at Lindero Canyon Middle. Its members discuss the different programs that make up the school, and the effectiveness of the programs relative to the goals of the school.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with District goals.

- Curriculum Council
- Parent Faculty Club
- Administrative Leadership Team
- Grade Level Teams
- School Site Council
- Schools Attuned Leadership Team
- Leadership Team
- Academic Department Teams

Contact Information

Parents who wish to participate in Lindero Canyon Middle’s leadership teams, school committees, school activities, or become volunteers may contact Principal Ron Kaiser at (818) 889-2134.



Discipline & Climate for Learning

Lindero Canyon Middle has found that effective discipline is a solid foundation on which to build a quality school. Discipline and school effectiveness share many characteristics; deliberate reliance on a calculated structure leads to consistent results.

The goal of Lindero Canyon Middle's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Lindero Canyon Middle believes students who develop a sense of personal responsibility will mature both academically and emotionally.

Parents and students are informed of discipline policies at the beginning of each school year through a letter sent home for parents and students to sign. Rules are reinforced in the Binder Reminder and the Parent Faculty Club Newsletter. Serious infractions of the conduct code are reported to the parents by the school's assistant principals. Students who are found to exemplify the good behaviors stressed in the discipline program are rewarded throughout the school year with the following awards: Cougar Club Activities, 8th Grade Recognitions/Awards, Honor Roll Recognition, and various classroom incentives.

The Suspensions and Expulsions table below displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Lindero Canyon MS			LVUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	67	80	61	722	625	632
Suspension Rate	5.4%	6.8%	5.6%	5.9%	5.2%	5.2%
Expulsions	0	0	0	8	6	56
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.5%

Extracurricular and Enrichment Activities

To build self-esteem and promote achievement, Lindero Canyon Middle encourages students to participate in the following extracurricular activities:

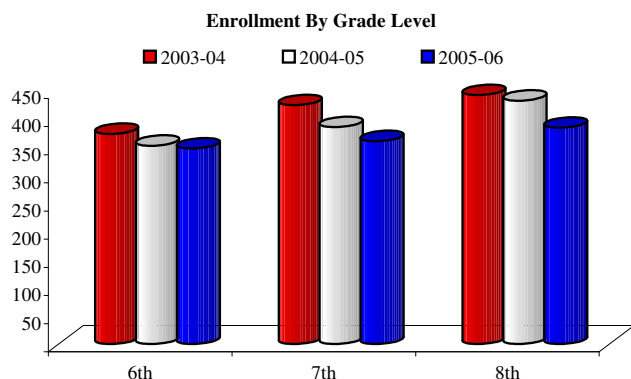
- After-school Dances
- Art Club
- Drama Program
- Jazz Bands
- Parks and Recreation Program
- All Stars (Grade 8)
- Choral Group
- Woodshop
- Lunch Time Activities

The school's athletic programs, offered to students in eighth grade, promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

- Basketball
- Football
- Softball
- Soccer
- Volleyball

School Enrollment & Attendance

Regular attendance and punctuality are necessary to the learning process and critical to the academic success of the student and the District. Students who miss class miss valuable instruction time; the District loses funding for each student absence. Attendance and tardiness policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibility to notify the school of all absences. Independent study is available for students who require extended leaves from school. The chart below displays the enrollment trend for the past three years.



Absence reports are regularly reviewed by the Attendance Clerk. Parents are advised of unexcused or excessive absences through letters and parent conferences. Those students who continue to exhibit a pattern of excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB).

Las Virgenes Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to work cooperatively and to evaluate the student's situation in order to recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Lindero Canyon Middle School maintained a schoolwide average class size of 32.8 students with a pupil-to-teacher ratio of 23:1 in the 2005-06 school year. The table below illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-20 Students		21-32 Students		33+ Students				
04	05	06	04	05	06	04	05	06				
English	32	32	33	1	1		15	15	16	20	19	15
Mathematics	32	33	33			1	20	13	12	17	20	19
Science	34	34	34				6	7	8	29	26	23
Social Science	33	33	34				14	16	10	22	18	21

Instructional Time & Minimum Days

During the 2005-06 school year, all instructional minutes offered at Lindero Canyon Middle School exceeded state requirements. Students received 58,860 instructional minutes while the state requires a minimum of 54,000 instructional minutes annually.

For the 2005-06 school year, Lindero Canyon Middle School offered 180 days of instruction comprised of 176 regular days and 4 minimum days. Minimum days were utilized for testing and the last day of school.

Counseling & Other Support Services

It is the goal of Lindero Canyon Middle to assist students in their social and personal development as well as academic development. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The table below illustrates the support services staff available to students attending Lindero Canyon Middle School.

	Counseling & Support Services Staff	
	# of Staff	Full Time Equivalent
Library Clerk	1	1.0
Psychologist	1	1.0
Speech/Language Specialist	1	0.6
Reading Specialist/ELL	1	0.2
Occupational Therapist	1	*
Specialist for the Deaf and Hard of Hearing (DHH)	1	*
Adaptive P.E. Specialist	1	0.5

* Services are provided on an as-needed basis.

Counselor to Pupil Ratio - 0:1091.

The school employs qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists are devoted to helping students deal with problems and assisting them identify and reach positive goals.

Las Virgenes Unified School District emphasizes 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.



Lindero Canyon Middle School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The school's Gifted and Talented Education (GATE) program is offered to students in grades six through eight who have qualified through District criteria.

Lindero Canyon Middle School offers assistance and specialized instruction to students with special needs. Students who are falling below grade level or performing below standards on assessments participate in the Before- and After-School Tutorials and/or one of three remedial math classes during the school day.

English Language Learners (ELL) receive specialized services and instruction in an environment conducive to maximizing English learning. ELL students receive sheltered instruction in the classroom.

Lindero Canyon Middle School offers a Resource Specialist Program (RSP), a Special Day Class, Adaptive PE Therapy, Occupational Therapy, Physical Therapy, Speech and Language Therapy, and Emotionally Disturbed Program. Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in the least restrictive environment.

Community Resources

The Las Virgenes Unified School District uses all available resources in the community to assist students in their emotional and academic development including:

- Los Angeles County Mental Health
- City of Westlake Village
- City of Agoura Hills
- Lost Hills Sheriff's Station
- Ventura County SELPA (Special Education Local Plan Area)

Parent & Community Involvement

Parents and the community are very supportive of the education program at Lindero Canyon Middle. Numerous programs and activities are enriched by the generous contributions made by:

- Parent Faculty Club
- City of Westlake Village
- City of Agoura Hills
- Las Virgenes Education Foundation
- Conejo/Las Virgenes Future Foundation
- Conejo Valley/Thousand Oaks/Westlake Chamber of Commerce
- Parent and community member volunteers

Teacher Assignment

Las Virgenes Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Lindero Canyon Middle School had 45 fully credentialed teachers.

	Teacher Credential Status			
	Lindero Canyon MS			LVUSD
	03-04	04-05	05-06	05-06
Fully Credentialed	47	48	45	508
Without Full Credentials	3	2	3	37
Teaching Outside Subject Area	13	2	13	61

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester. For the 2006-07 school year, the most current data are reported.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	16
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	0	16
Vacant Teacher Positions	4	0	0

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2006-07 school year to be considered "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By:	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
Lindero Canyon MS	97.8%	2.2%
LVUSD	96.0%	4.0%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	96.0%	4.0%

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principal, who have been trained and certified for competency to perform teacher evaluations.



Evaluation criteria are based on the California Standards for the Teaching Profession: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Substitute Teachers

Las Virgenes Unified School District has approximately 200 substitute teachers available from its current pool of substitutes. The District requires all substitutes to have passed the CBEST (California Basic Educational Skills Test) and hold a bachelor's degree.

Generally, the District does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available, credentialed staff and/or administrators take the role of the substitute. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, the District advertises employment opportunities in local newspapers, the Internet, fliers, and postings. In addition, the District attends job and recruitment fairs throughout the year.



Student Achievement

Various measures of student achievement are used as an ongoing part of the quality instructional program at Lindero Canyon Middle School. These assessments provide a measurement of students' actual progress as well as the effectiveness of the instructional program.

California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart at the right reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.



	CAT/6 Norm Referenced Test															
	% At or Above 50th Percentile															
	Reading						Math									
	6		7		8		6		7		8					
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
Lindero Canyon MS	82			77	81	78	76			87			83	84	81	82
LVUSD	78			72	79	77	72			82			77	80	79	82
California	46			45	46	46	41			53			48	49	50	49
	Subgroups															
Females	86			82	86	81	76			87			84	88	80	83
Males	77			73	76	75	75			86			82	80	82	80
Socioeconomically Disadvantaged	*			*	*	50	42			*			*	*	57	67
English Learners	*			*	*	21	*			*			*	*	50	*
Students with Disabilities	40			26	53	46	24			35			44	58	39	21
Asian	87			97	93	91	91			97			90	90	95	100
Caucasian	81			77	81	80	75			86			83	84	81	81
Hispanic	75			44	65	54	69			69			67	82	64	77

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed at right.

	Adequate Yearly Progress (AYP)			
	Lindero Canyon MS		LVUSD	
	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Programs

	Program Improvement (PI)	
	Lindero Canyon MS	LVUSD
Program Improvement Status	Not in PI	Not in PI
First Year of PI	-	-
Year in PI (in 2006-07)	-	-
Number of Schools Currently in PI	-	0
Percent of Schools Identified for PI	-	0.0%

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.



California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science (grade 8), and Social Science (grade 8) for the most recent three-year period, is shown below. Summative scores are not available for eighth grade Math. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																			
Combined % of Students Scoring at Proficient and Advanced Levels																			
	Language Arts						Math						Science	Social Science					
	6		7		8		6		7		8		8	8					
	04	05	06	04	05	06	04	05	06	04	05	06	06	04	05	06			
All Students																			
Lindero Canyon MS	78	76	79	74	80	80	65	72	74	78	73	74	67	74	75	66	49	51	60
LVUSD	74	73	76	67	78	79	63	67	77	68	73	69	59	70	74	64	51	56	67
California	36	38	41	36	43	43	33	39	41	35	40	41	33	37	41	38	28	31	34
Females																			
Lindero Canyon MS	84	79	85	79	86	82	68	76	81	77	70	73	67	74	74	61	45	48	58
LVUSD	80	76	79	72	83	82	65	70	80	67	70	70	56	69	73	59	49	53	65
California	39	41	44	42	49	48	37	43	45	34	39	41	32	37	41	35	26	30	31
Males																			
Lindero Canyon MS	72	71	74	69	73	78	64	68	68	79	78	75	62	74	76	71	52	53	62
LVUSD	69	71	75	64	73	77	61	65	73	70	77	75	60	69	75	69	53	58	70
California	33	35	39	32	38	38	29	34	37	36	41	42	33	37	41	41	29	33	36
English Learners																			
Lindero Canyon MS	*	21	33	*	*	14	*	*	*	*	47	40	*	47	43	*	*	*	*
LVUSD	16	18	31	7	16	30	0	8	21	24	36	33	27	19	45	24	6	4	25
California	6	7	8	5	9	9	3	6	6	11	13	14	10	11	13	9	5	5	6
Socioeconomically Disadvantaged (SED)																			
Lindero Canyon MS	*	36	58	*	*	50	33	*	*	*	36	58	*	36	50	*	42	*	*
LVUSD	30	29	67	22	50	39	44	37	56	23	38	66	23	33	39	39	45	29	47
California	20	22	26	20	28	28	18	22	25	22	26	28	20	23	27	23	14	17	19
Students with Disabilities																			
Lindero Canyon MS	30	30	45	22	33	33	9	19	32	30	26	42	30	26	25	32	9	34	16
LVUSD	27	45	42	25	33	46	17	26	37	20	41	41	20	24	39	31	22	35	39
California	9	10	12	8	10	11	6	8	9	10	11	12	7	8	10	11	7	9	10
Asian																			
Lindero Canyon MS	90	81	96	90	86	86	91	89	79	97	85	92	97	85	95	93	78	71	79
LVUSD	83	78	86	89	88	81	77	87	87	87	88	82	90	88	89	83	72	80	87
California	59	60	66	59	66	67	53	58	62	66	69	72	64	69	72	65	51	54	58
Caucasian																			
Lindero Canyon MS	77	77	81	73	80	84	65	71	75	76	75	77	76	75	77	65	46	49	59
LVUSD	75	74	78	67	78	81	64	67	77	68	74	74	58	70	75	64	51	55	66
California	56	58	61	55	61	63	51	58	62	51	58	58	48	52	58	55	41	47	51
Hispanic																			
Lindero Canyon MS	75	55	50	56	71	50	54	69	67	75	50	55	75	50	46	44	62	31	44
LVUSD	50	61	61	45	59	58	42	54	58	45	50	58	36	42	52	37	45	38	47
California	20	22	27	22	28	28	18	23	25	21	26	29	18	23	28	23	14	17	20

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			2006 API Growth Score
	03-04	04-05	05-06	
Statewide Rank	10	10	10	
Similar Schools Rank	7	8	5	
All Students				
Actual API Growth	14	11	13	889
Caucasian				
Actual API Growth	10	14	21	894

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.



Physical Fitness

In the spring of each year, Lindero Canyon Middle School is required by the State to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2005-06 school year, 45.9% of seventh grade students at Lindero Canyon Middle School met or exceeded state fitness standards in all six fitness areas.

Textbooks & Instructional Materials

Las Virgenes Unified School District held a Public Hearing on September 26, 2006 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 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. The chart to the right displays the current (March 2007) textbooks in use at Lindero Canyon Middle School.



Lindero Canyon Middle School's library, staffed by a full-time librarian, is stocked with approximately 15,000 books that are available for students to check out. The school's library contains a large collection of videos, and audiotapes for classroom use that tie into areas of study. The library is automated using the Winnebago tracking software.

Classrooms at Lindero Canyon Middle School contain, on average, two computers for student use. In addition, the school's computer lab contains 35 work stations. For the 2006-07 school year, a new 40-station computer lab will be available for student use. All computer resources are networked and connected to the Internet so students are able to access resources and information online to improve their research skills.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular basis.

Computer Resources

	03-04	04-05	05-06
Computers	95	95	95
Students per computer	13.0	12.3	11.5
Classrooms connected to Internet	49	49	49

Software includes programs to develop mathematical, keyboarding, spreadsheet, and word processing skills. Additional technology resources available to teachers and students at Lindero Canyon Middle School include televisions, DVD player, VCR, CDs, computer and video projectors, and video and digital cameras.

Training & Curriculum Improvement

All training and curriculum development at Lindero Canyon Middle revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

Curricular improvements at Lindero Canyon Middle during the 2005-06 school year were evident as part of a continual effort rather than a one-time enhancement in standard curriculum. Lindero Canyon Middle realizes the importance of a customized educational experience, addressing the specific needs of students. All students have been involved in a more rigorous curriculum under the guidance of administration.

Staff development within the District addresses individual needs of teachers as well as broader school concerns. The District offered one staff development day during the 2005-06 school year. Staff development topics included Step Up to Writing, Subject Area meetings with curricular issues per department, and site-based data analysis. Site staff development topics include data analysis and department curriculum issues.

The District participates in the Beginning Teachers Support and Assessment (BTSA) program, a State sponsored program. The goals of the BTSA program are to help new teachers succeed, foster higher retention of quality teachers, and improve instruction for students. The District's Peer Assistance and Review (PAR) program, is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.



School Facilities & Safety

Lindero Canyon Middle provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1970, are situated on 13.32 acres. The school buildings span 67,595 square feet, consisting of seven permanent buildings with 42 classrooms, ten portable classrooms, a library, seven staff prep rooms, a gym, a computer lab, and a cafeteria. The facility strongly supports teaching and learning through its ample classroom and playground space. A site beautification project was completed in the summer of 2005.

Safety

Safety of students and staff is a primary concern of Lindero Canyon Middle. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Holt, Rinehart, & Winston	6-8	2000	All textbooks at Lindero Canyon MS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0.0%
	Prentice Hall		2003		0.0%
Math	McDougal Littell	6-8	2002		0.0%
	Prentice Hall				0.0%
Social Science	McDougal Littell	6-8	2006		0.0%
Foreign Language	Glencoe	7.8	2002		0.0%
Health	Scott Foresman	6-8	1978		0.0%
	Glencoe/McGraw Hill	7	2005		0.0%
Science	Glencoe	6-7	2001		0.0%
	Prentice Hall	8			0.0%

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: 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; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year. Earthquake and disaster drills are held once every semester. In addition, the District practices an unannounced full evacuation drill where one school is chosen to fully evacuate all students and staff and another school must accommodate those students and staff members.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in September 2006. An updated copy of the plan is available to the public at the school office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. The chart to the right displays the most recent facilities inspection conducted at Lindero Canyon Middle School.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the staff of four full-time and one part-time custodians to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the District budgeted \$461,000 for the deferred maintenance program. This represents 0.005% of the District's general fund budget.

Deferred Maintenance Projects

For the 2006-07 school year, the District's governing board approved deferred maintenance projects for this school that will result in replacing heating and painting exterior. The District's complete deferred maintenance plan is available at the District office.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state, having between 10,000-19,000 Average Daily Attendance (ADA). The table below (left) illustrates the average teacher salary at Lindero Canyon Middle School and compares it to the average teacher salaries at the district and state levels.

School Facility Conditions			
Date of Last Inspection: 4/27/2007			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)		X	Across from J Building- Chain-link cut on the gate.
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation		X	Pest Control Treating Campus
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Average Teacher Salaries		
School & District	Lindero Canyon MS	\$61,427
	LVUSD	\$57,441
	Percentage of Variation: 6.9%	
School & State	Lindero Canyon MS	\$61,427
	All Unified School Districts	\$57,838
	Percentage of Variation: 6.2%	



The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information		
Teachers - Principal - Superintendent		
2004-2005		
	LVUSD	California
Beginning Teachers	\$35,122	\$37,172
Mid-Range Teachers	\$57,964	\$58,436
Highest Teachers	\$73,127	\$73,583
Elementary Principals	\$92,559	\$93,347
Middle School Principals	\$101,680	\$97,873
High School Principals	\$103,671	\$105,556
Superintendent	\$170,142	\$159,227
Salaries as a Percentage of Total Budget		
Teachers Salaries	42.1%	42.1%
Administrative Salaries	4.5%	5.3%

Expenditures & Services Funded

Las Virgenes Unified School District spent an average of \$6,785 to educate each student (based on 2004-05 audited financial statements). The table below provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil		
Lindero Canyon MS	Total	\$6,455
	From Restricted Sources	\$2,124
	From Unrestricted Sources	\$4,331
LVUSD	From Unrestricted Sources	\$323
	Percentage of Variation between School & District: 1241%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation between School & State: 8.7%	

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

- Title I
- Peer Assistance and Review Program
- Special Education
- Special Education Transportation
- Home-to-School Transportation
- Drug/Alcohol/Tobacco Funds
- Gifted and Talented Pupils
- Tenth Grade Counseling
- School Improvement Program
- Educational Technology Assistance Grants
- Economic Impact Aid
- Mandated Costs Reimbursements
- Instructional Materials
- Vocational Ed, Handicapped Students
- Regional Occupational Program
- Class Size Reduction
- Staff Development
- Vocational and Applied Technology Education Act

