

The Single Plan for Student Achievement

School: Conejo Valley High School
CDS Code: 56 73759 5630108
District: Conejo Valley Unified School District
Principal: Martin Manzer
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Conejo Valley High School's Vision and Mission Statements

The school vision for Conejo Valley High School is to maintain a student centered culture where positive relationships are the core of our success. We build powerful connections with students which encourage personal responsibility, resiliency and academic achievement. We establish a trusting and caring environment where diversity is celebrated. We offer students alternative opportunities to learn, to grow and to succeed. We believe growth occurs when individuals feel secure, respected and appreciated. We understand the need to maintain standards for structure while recognizing the importance of flexibility in meeting the educational and emotional needs of our students and staff. We provide real world connections that will lead our students to successful careers and to make valuable contributions to the community.

The mission of Conejo Valley High school is to engage students in a safe and secure learning environment which emphasizes real world application, collaboration, innovation, self-direction, digital literacy, healthy living, social responsibility and global awareness.

Our learning goals for students fall into three specific areas: Academics, Character and Transition (ACT).

1. Academics:

We believe that achievement in a core curriculum builds the confidence, knowledge, and skills required for a successful adult life. Students will:

- listen, speak, read and write effectively
- apply math reasoning skills to solve problems
- use abstract and critical thinking to analyze problems
- identify, access, analyze, integrate and use a variety of resources and information

2. Character:

We believe that character is always a work in progress, and that character is demonstrated through action. Through action we can make the world a better place for ourselves and others. Students will:

- demonstrate skills to cope appropriately with anger and disappointment
- take responsibility for their choices and their behavior
- participate in acts of service to others

3. Transition

We believe that all students can be prepared to enter society as adults who make responsible decisions, knowing that every action may have wide reaching consequences. Students will:

- explore personal career options
- demonstrate positive, cooperative and productive citizenship
- effectively relate personal choices to their own health, and to the health of the community and planet.

School Profile

The Conejo Valley Unified School District is located 50 miles northwest of Los Angeles and serves a suburban, largely middle to upper middle class community. The student population is drawn from the communities of Newbury Park, Thousand Oaks, and Westlake Village. The District's rich history has led to strong traditions leading us toward our vision of the future. This is a family oriented community with large parent involvement and support. The community is rich with cultural, linguistic, and socioeconomic diversity.

The District is comprised of 17 elementary schools, 5 middle schools, 3 comprehensive high schools, 2 alternative high schools, and one adult education school. The enrollment in 2017/18 is 18,912 students in grades K-12. The Conejo Valley Unified School District encompasses the communities of Thousand Oaks, Newbury Park, Westlake and Lake Sherwood. Currently CVHS is centrally located on Janss Road, adjacent to the 23 freeway. The school property was sold in 2015 and is currently being leased back until another location is identified.

Conejo Valley High School was opened in 1974 and is the continuation education school for the Conejo Valley Unified School District. The school serves the predominantly upper middle class communities of Thousand Oaks, Westlake and Newbury Park; our students primarily come from three high achieving high schools, each named after one of these communities. Transfer students from other districts are also enrolled when an alternative option is required. Full-time Conejo Valley school administration consists of a Principal, Assistant Principal, a counselor, and two clerical staff. Additional support staff includes a part-time health clerk, food services coordinator and librarian. CVHS also has a full-time custodian.

Located near the CVUSD District Office, the Conejo Valley High School campus is small and comfortable for students. Conejo Valley High School has an enrollment of approximately 120 students. However, the enrollment fluctuates throughout the school year due to referrals from the traditional schools, students returning to their home schools and graduation. There are 10 teachers in the regular program, which includes Special Education and EL classes. We also employ a fully credentialed math teacher two days a week as an additional intervention for students struggling with math.

When compared to the demographics of the Conejo Valley, the students disproportionately represent the lower economic ranges and ethnic minorities within the community. Once enrolled in our school, students quickly come to feel accepted in friendly and caring environments. They make new friends with others who come from widely varied backgrounds. The primary reason for student referral to Conejo Valley High School is credit deficiency. Many students are experiencing instability and dysfunction in their lives. Close relationships with Ventura County Behavioral Health, local law enforcement and probation officers, as well as partnerships with several community outreach programs for students provide additional support.

With the support of the district, the Board of Education, parents, community business and service organizations, CVHS provides a standards-based curriculum and program of instruction. The entire school community is committed to helping students to be successful in achieving their academic, social, civic, and life-long goals.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

All of our students and staff are asked to participate in the California Healthy Kids Survey on a bi-annual basis. Senior students are also surveyed on exit and parents are surveyed annually at back to school night. Sophomore students and all parents and staff were asked to participate in the district LCAP survey. The surveys reveal that the majority of students feel safe at school and feel they are treated fairly by teachers and staff. However the surveys also reveal that student academic motivation is low, truancy is relatively high and that the majority of students are using alcohol or other drugs. The LCAP survey led to the adoption of district-wide goals as stated within this document.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are formally observed by administration at least once per year. Temporary and probationary teachers are formally observed at least twice per year. Observations are based upon the California Standards for the Teaching Profession. Informal observations take place as administrators visit classes on a regular basis. Formal evaluations guide retention of non-tenured teachers. Tenured teachers identified as needing to improve in specific areas are recommended to the Peer Assistance and Review (PAR) program. Observations show positive student-teacher relationships and evidence of student learning. Improvement in the areas of collaborative learning and inquiry methods is needed.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program

Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The California High School Exit Exam (CAHSEE) and the state's Standardized Testing and Reporting (STAR) have been the primary tools of data analysis for CVHS in previous years. However, the validity of the STAR data for CVHS has been questioned due to low student participation, high transiency rates and lack of effort by many students. With the elimination of the CAHSEE in the fall of 2015, and implementation of the CAASP in the spring of 2015 we are evaluating additional methods that will provide accurate assessment tools for our student population.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Attendance, behavior and credit recovery data are monitored regularly to determine how successfully we are meeting the needs of our students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Teachers are required to attend 10 faculty meetings per year. They are also required to attend 10 department meetings per year and participate in monthly common planning meetings.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are NCLB certified. Teachers are required to attend 12 hours of professional development. The training must be approved by the site principal and is outside of their work day.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is linked to meet the students' academic or emotional needs and the professional needs of the faculty. The teachers provide input and often lead the staff development during common planning time.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers participate in district sponsored training for adopted instructional materials and teaching strategies that are specific to their subject area.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate by department and across the curriculum during common planning time. Instruction is aligned by course and/or grade level in all core subjects.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are aligning courses, materials and instruction to content and performance standards. Upcoming adoptions should assist in this process.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our master schedule is built around our students to meet their credit recovery and academic intervention needs. The district has supported this process by staffing the site at an 18-1 student to teacher ratio.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Courses are aligned to district and state standards. Math and English /Language Arts are working towards new adoptions. In the past some of our students have struggled with district adopted materials and other standards based instructional materials have been evaluated and approved for our site.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses are aligned to standards and appropriate access to courses is available. Special Education students are placed in the Least Restrictive Environment as determined by the IEP team.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Appropriate interventions are available to all students school-wide. The faculty meets monthly to discuss struggling students and to identify appropriate interventions that will help the students meet academic standards. The school counselor and administration regularly intervene with assistance and communication with families. Student Study Team Meetings are called regularly when a more formal and concentrated intervention is needed. Students are also referred to the district's Breakthrough Assistance Program when the family or school personnel recognizes behaviors or circumstances that put the student severely at risk.

14. Research-based educational practices to raise student achievement

Teachers and administrators attend regional, local and district sponsored conferences and training specific to their content areas and/or our student population. Professional development is required for all teachers and based on best practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Intervention funds are used to provide additional math support from a highly qualified bi-lingual math teacher. Accommodations have been made by the district to provide for smaller class size. The Thousand Oaks Teen Center provides significant support to students whose emotional struggles are negatively impacting academic achievement.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site receives feedback from SSC, ELAC, the Student Senate and school leadership in creating school goals and allocation of fiscal resources tied to ConApp Programs. District and site surveys of students, parents and staff assist in developing and articulating goals.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EIA funds are used to provide additional support to our EL students. LCFF monies are all tied to LCAP goals and approved by the school site council.

18. Fiscal support (EPC)

The site receives federal funding in the form of EIA which supports our EL students and Perkins which supports our career pathways. All other funds come from LCFF.

Description of Barriers and Related School Goals

Data collected from our student information system, school based surveys and the California Healthy Kids survey combined with staff observation, shows that student engagement in the learning is a major concern. Data shows that much of this appears to be attributed to outside factors including truancy, involvement with alcohol and other drugs, family instability and poverty. While site-based and district interventions are in place to support students and families facing these issues there is a need for additional student support services.

Traditional methods of academic data analysis do not truly represent the learning at CVHS. Most students are enrolled at CVHS for less than one year and many arrive within a few months of standardized testing which has traditionally been administered in the spring. Additionally, much of our student population does not see the value in standardized testing and thus does not take it seriously. The only standardized test that students consistently took seriously had been the CAHSEE, With the elimination of the CAHSEE we need to determine local data that can best determine successful student outcomes.

Lack of parent involvement is a barrier to student and school success. Back to School nights, information nights and ELAC and Site Council meetings have been sparsely attended by our parents. We believe additional parent involvement in their own student's education and overall school planning and goal setting would move us closer to our goals.

A goal of CVHS is to grow the CTE program. Increasing the number of faculty with CTE certification would help us toward this vision.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	64	54	62	49	43	48	45	43	48	76.6	79.6	77.4
All Grades	64	54	62	49	43	48	45	43	48	76.6	79.6	77.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2442.3	2490.7	2455.3	0	7	0.00	8	14	8.33	12	16	18.75	71	63	72.92
All Grades	N/A	N/A	N/A	0	7	0.00	8	14	8.33	12	16	18.75	71	63	72.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	12	4.17	27	56	35.42	71	33	60.42
All Grades	2	12	4.17	27	56	35.42	71	33	60.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	9	0.00	22	28	16.67	78	63	83.33
All Grades	0	9	0.00	22	28	16.67	78	63	83.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	7	4.17	31	42	50.00	69	51	45.83
All Grades	0	7	4.17	31	42	50.00	69	51	45.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	7	2.08	49	49	37.50	51	44	60.42
All Grades	0	7	2.08	49	49	37.50	51	44	60.42

Conclusions based on this data:

1. 37% of our students testing met or nearly the overall standard. This is a 16% increase from the previous year.
2. While our students scores improved significantly in writing, this continues to be a the biggest area of struggle in this area. This is consistent with student performance in the classroom.
3. 68% of our students were either above, at or near standard in reading. This is a 29% increase from the previous year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	64	54	62	48	44	52	45	44	52	75.0	81.5	83.9
All Grades	64	54	62	48	44	52	45	44	52	75.0	81.5	83.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2392.5	2453.3	2404.9	0	0	0.00	2	5	0.00	4	9	3.85	88	86	96.15
All Grades	N/A	N/A	N/A	0	0	0.00	2	5	0.00	4	9	3.85	88	86	96.15

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	0	2	0.00	7	9	0.00	93	89	100.0	
All Grades	0	2	0.00	7	9	0.00	93	89	100.0	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	22	34	15.38	78	66	84.62
All Grades	0	0	0.00	22	34	15.38	78	66	84.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	2	0.00	29	39	46.15	71	59	53.85
All Grades	0	2	0.00	29	39	46.15	71	59	53.85

Conclusions based on this data:

1. Students tested struggle most with mathematical concepts and procedures.
2. While not performing well, students appear much stronger with communicating reasoning.
3. While student performance improved in all areas over the previous year, math performance on testing and in the classroom continues to be a major area of concern for CVHS.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10	40			20		50		***	50	40					
11		50		57	33	***	43		***		17				
12				63	50	***	38	50				***			
Total	10	23		50	38	44	30	31	44	10	8	11			

Conclusions based on this data:

1. The majority of our students tested were Early Advanced or Intermediate.
2. We had a large percentage jump in students in the Advanced level over the previous 2 years..

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10	40			20		50		***	50	40					
11		50		57	33	***	43		***		17				
12				63	50	***	38	50				***			
Total	10	23		50	38	44	30	31	44	10	8	11			

Conclusions based on this data:

1. There is no additional data available for 2015-16.
2. in 2014-15 students appeared to struggle to move beyond the Early Advance level.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Narrow the Achievement Gap
LEA/LCAP GOAL:
Improve Learning for All Students.
SCHOOL GOAL #1:
Conejo Valley High School students will demonstrate growth in math reasoning and problem solving skills.
Data Used to Form this Goal:
The latest CAASP math results revealed that 96% of our students tested did not meet the standard.
Findings from the Analysis of this Data:
CAASP data, teacher reporting and math course completion rates relative to other courses reflect a severe deficiency in math skills. With a relatively transient population and only 52 students taking the exam, many of whom do not take standardized testing seriously, the accuracy of the CAASP data is in question. This is reinforced by the high percentage of students who have not met the Algebra 1 requirement.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> • State approved standardized testing • Math course pass rate • Math end of course exam results • Teacher observation and reporting • Graduation Rate (must meet algebra 1 requirement)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Continue to provide highly qualified, properly assigned teachers.	Fall 2017-ongoing	Principal District Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Do not exceed the C.D.E. recommended 15/1 student/teacher ratio for continuation education	Fall 2017-ongoing	District Administration School Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries		
3. Provide additional academic support/intervention for English Learners	Fall 2017-ongoing	District Principal Teachers	EL Funding	1000-1999: Certificated Personnel Salaries		
				4000-4999: Books And Supplies	0860	115.00
				4000-4999: Books And Supplies	003R	1275.00
4. Continue math tutoring	Fall 2017-ongoing	Teachers Administration	EL Funding	1000-1999: Certificated Personnel Salaries		
				4000-4999: Books And Supplies	0860	155.00
5. Collaborate with district secondary math teachers and other continuation high school math teachers	Fall 2017-ongoing	Teachers Administration	Professional Development Funds Release Time	0001-0999: Unrestricted: Locally Defined	5EEF	1205.00
6. Provide professional development opportunities to support the teacher and CCSS training	Fall 2017 ongoing	Administration Teachers	Release time District trainings Funds for professional development	0001-0999: Unrestricted: Locally Defined		
				0001-0999: Unrestricted: Locally Defined	5EEF	1555.00
				4000-4999: Books And Supplies	003R	875.00
				0001-0999: Unrestricted: Locally Defined	0860	51.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5800: Professional/Consulting Services And Operating Expenditures	OCBG	659.00
7. Research and identify an alternative assessment tool in math that can assist in placement of students and targeting academic intervention	Implement Fall 2017	Administration Teachers	Professional development Release Time Licensing	0001-0999: Unrestricted: Locally Defined	003R	320.00
				4000-4999: Books And Supplies	OPGR	212.00
				4000-4999: Books And Supplies	0860	53.00
				0001-0999: Unrestricted: Locally Defined	OCBG	415.00
				4000-4999: Books And Supplies	SEP	515.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Narrow the Achievement Gap
LEA/LCAP GOAL:
Improve Learning for All Students
SCHOOL GOAL #2:
Conejo Valley High School students will demonstrate improved ability in reading comprehension, critical thinking and writing skills.
Data Used to Form this Goal:
2016 CAASP data shows that 60% of our students tested were below standard in English- Language Arts.
Findings from the Analysis of this Data:
With a relatively transient population and only 48 students taking the exam, many of whom do not take standardized testing seriously, the accuracy of the CAASP data is in question. However, the ELA deficiency is also supported by teacher reporting and observation.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> • State approved standardized testing • Teacher observation and reporting

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Continue to provide highly qualified, properly assigned teachers.	Fall 2017-ongoing	Principal District Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Do not exceed the C.D.E. recommended 15/1 student/teacher ratio for continuation education	Fall 2017-ongoing	District Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries		
3. Provide additional academic support/intervention for English Learners	Fall 2017-ongoing	District Principal Teachers	EIA Funding	1000-1999: Certificated Personnel Salaries		
				0001-0999: Unrestricted: Locally Defined	003R	635.00
				4000-4999: Books And Supplies	OCBG	590.00
4. Implement an evaluation tool that assists in targeting ELA academic intervention.	Implement: Fall 2017	Administration Teachers	District Trainings Professional Development Licensing	0001-0999: Unrestricted: Locally Defined	003R	370.00
				4000-4999: Books And Supplies	OPGR	187.00
				4000-4999: Books And Supplies	0860	128.00
				0001-0999: Unrestricted: Locally Defined	OCBG	335.00
				4000-4999: Books And Supplies	SEP	344.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Research additional options for supplemental material/instruction	Fall 2017-ongoing	Administration Teachers	Collaboration time	0001-0999:	003R	525.00
			Teacher time to develop final exams	Unrestricted: Locally Defined		
			Teacher developed final exams			
			Student performance data			
			Site Visits			
			Conference/Workshop participation			
				4000-4999: Books And Supplies	OPGR	401.00
				4000-4999: Books And Supplies	0860	98.00
6. Provide professional development opportunities to support the teacher and CCSS training	Fall 2017-ongoing	Administration Teachers	Release time	0001-0999:	5EEF	790.00
			District trainings	Unrestricted: Locally Defined		
			Funds for professional development			
				0001-0999: Unrestricted: Locally Defined	0860	120.00
				0001-0999: Unrestricted: Locally Defined	OCBG	390.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Career and Technical Education
LEA/LCAP GOAL:
Maximize Student Potential Through Quality Intervention
SCHOOL GOAL #3:
Conejo Valley High School will significantly expand our Career and Technical Education program to help our students find additional pathways to post-secondary education and career opportunities.
Data Used to Form this Goal:
Student exit interview data kept by the counselor indicates that 61% of our graduates plan on attending college (95% of those will attend community college.) 11% plan on trade school and 3% plan on joining the military. 10% plan on getting a job and not continuing their education. Nearly 15% did not provide a plan for work, training, continuing education or career goals.
Findings from the Analysis of this Data:
Many of our graduates do not feel prepared or struggle with the transition to college, tech schools and the workforce. We also determined that we needed to increase student participation in Career Pathways and ROP. We concluded that we also need to develop more methods of creating hard data as it relates to our career education program.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> • Exit and Post-graduation surveys • Graduation Rates • Student Participation Rates in ROP, CTE and Community Service • The number of CTE courses and pathways offered. • Naviance usage and data reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Bridge connection to community college by offering a dual credit course through Moorpark College..	January 2018	Principal Counselor Moorpark College	Staff Allocation	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Outreach				
2. Work cooperatively with the CEC to build CTE courses at CVHS within the VC Innovates grant.	August 2017 and ongoing	Principal, Counselor, District Administration, Teacher and the CEC.	Staff Allocation	1000-1999: Certificated Personnel Salaries		
3. Increase the number of student participation and completion of ROP classes.	Fall 2017-ongoing	Counselor Principal	Staff Allocation	1000-1999: Certificated Personnel Salaries		
4. Research and Identify additional CTE courses to add to the Master schedule.	Spring 2018	Administration Counselor Teachers	Conferences/Seminars/ Site Visits	1000-1999: Certificated Personnel Salaries		335.00
				0001-0999: Unrestricted: Locally Defined	OTRM	1374.00
5. Research and Identify additional career paths for offering at CVHS.	Spring 2018	Administration, Counselor Teachers	Conferences/Seminars/ Site Visits	0001-0999: Unrestricted: Locally Defined	5EEF	350.00
				0001-0999: Unrestricted: Locally Defined	OTRM	754.00
6. Continue to provide relevant CTE speakers and field trips.	Fall 2017-ongoing	Administration, Counselor Teachers	District Funding Grants Student Feedback Teacher Feedback	0001-0999: Unrestricted: Locally Defined	TPGR	1440.00
7. Remain current with CTE trends in secondary education.	Fall 2017-ongoing	Administration Teachers	Attend Conferences/Seminars/ Webinars Participate in CTE Articulation and community based career trends meetings	0001-0999: Unrestricted: Locally Defined	TPGR	1160.00
				0001-0999: Unrestricted: Locally Defined	OCBG	335.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Provide Support Services to English Learners in order to Increase Language Acquisition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/26/2015 to 6/12/2016		Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	676.08
Support Staff	8/26/2015 to 6/12/2016		Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	4744.80
Professional Development			Costs for speakers, supplies, teacher release, etc..	4000-4999: Books And Supplies	0860	150.12

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	4000.00	0.00
0860	720.00	0.00
OPGR	800.00	0.00
5EEF	3900.00	0.00
OCBG	2724.00	0.00
OTRM	2128.00	0.00
TPGR	2600.00	0.00
SEP	859.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	4,000.00
0860	720.00
OPGR	800.00
OTRM	2,128.00
5EEF	3,900.00
OCBG	2,724.00
SEP	859.00
TPGR	2,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	12,124.00
4000-4999: Books And Supplies	4,948.00
5800: Professional/Consulting Services And Operating	659.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	003R	1,850.00
4000-4999: Books And Supplies	003R	2,150.00
0001-0999: Unrestricted: Locally Defined	0860	171.00
4000-4999: Books And Supplies	0860	549.00
4000-4999: Books And Supplies	0PGR	800.00
0001-0999: Unrestricted: Locally Defined	OTRM	2,128.00
0001-0999: Unrestricted: Locally Defined	5EEF	3,900.00
0001-0999: Unrestricted: Locally Defined	OCBG	1,475.00
4000-4999: Books And Supplies	OCBG	590.00
5800: Professional/Consulting Services And	OCBG	659.00
4000-4999: Books And Supplies	SEP	859.00
0001-0999: Unrestricted: Locally Defined	TPGR	2,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,405.00
Goal 2	4,913.00
Goal 3	5,413.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Martin Manzer	X				
Robert Watson			X		
Monica Beck		X			
Juliet Wojciechowski				X	
Pete Martinez				X	
Holly Heally				X	
Joe Cardenas					X
Numbers of members of each	1	1	1	3	1

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 25, 2017.

Attested:

Martin Manzer

Typed Name of School Principal

Signature of School Principal

Date

Pete Martinez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date