

Thousand Oaks High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Thousand Oaks High School
Street	2323 North Moorpark Rd.
City, State, Zip	Thousand Oaks, CA 91360-3198
Phone Number	(805) 495-7491
Principal	Eric Bergmann, Ed.D.
E-mail Address	ebergmann@conejousd.org
Web Site	www.conejousd.org/tohs
CDS Code	56 73759 5637004

District Contact Information	
District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
E-mail Address	mmclaughlin@conejousd.org
Web Site	www.conejousd.org

School Description and Mission Statement (School Year 2017-18)

In a safe and nurturing environment, Thousand Oaks High School strives to impart the knowledge that will empower each student to be a successful, healthy adult and a responsible, contributing member of society.

Thousand Oaks High School reflects the District's mission by:

- Maintaining high expectations for all students through the offering of College Preparatory/Honors/Advanced Placement (CP/H/AP) courses that are designed to challenge students to meet their highest potential. Courses at each of these levels are offered in every academic department, are well articulated from one level to the next in an effort to assure access, rigor, and student success, and include two new AP courses that make up the College Board AP Capstone program, AP Seminar and AP Research. Thousand Oaks High School (TOHS) is one of 53 schools in the State of California that has been approved by the College Board to offer AP Capstone and is quickly becoming a model school for this new and innovative program. Results on the College Board AP exams consistently demonstrate solid achievement as nearly 70% of said exams achieve a score of three or higher on this rigorous five point rubric including an increase of over 650 exams administered in this past year as compared to the spring of 2009. The adoption of Expected School-wide Learning Results (ESLRs) delineate what students should know and be able to do upon graduation and support the school's and District's mission.
- Developing and supporting positive character traits as embedded in the Thousand Oaks High School Student Learner Outcomes/ESLRs as defined by our WASC self-study, including integrity, loyalty, responsibility, honesty, compassion, and service to the community and the world. These values are especially celebrated in classes such as the ASB/Leadership class and student-led clubs such as Project Concern, Pay It Forward, and Latino Connection, to name just a few. In all, TOHS offers in excess of 70 student clubs each with a teacher adviser, a budget, a club constitution, and the requirement of completing a service project on campus or within our community.
- Scheduling collaboration time among staff and administration on a regular basis, through observations and conferences, during Faculty Meetings, and during monthly Leadership Team meetings, as well as during the recently expanded Common Planning Time (CPT). During CPT, students are dismissed early (1:20 PM) and teachers have the opportunity to meet in small groups and discuss best practices, look at data, and make plans for instruction, and intervention.
- Providing students with multiple opportunities to become involved at TOHS campus through athletics, the arts, the Majors Program, through school-wide clubs, Link Crew, and by involving all stakeholders who represent the school community, including parents, who serve on the School Site Council, PTSA, or on one of the many athletic or co-curricular booster boards/clubs.
- Responding to the most recent research that supports a focus on learning and the use of data analysis to drive instruction and intervention. Staff continues to create benchmark assessments, some of which are in the form of

Performance Tasks, to help departments gauge instructional success and have participated in district-wide writing assessments that included a common grading rubric and opportunity for staff to meet and discuss results. As part of our District and school site Professional Development plan, faculty engage in a minimum number of staff development hours (12 for the 2017/18 school year) focused on:

- the integration of technology in support of our 1:1 Chromebook Initiative
- protocols and implementation of data teams
- implementation of SBAC style performance tasks
- implementation of the Common Core State Standards.

Additionally, school leadership has added intervention opportunities including no-cost after-school study skills workshops and tutoring in the school library, year-long intervention sections for struggling freshmen, (featuring academic peer tutors drawn from Thousand Oaks High School's highest achieving students), and subject specific "re-teaching" opportunities for students at risk of failing – currently offered for Algebra 1 and 2, Geometry, and Spanish 1.

Reflecting the District's mission is the TOHS Expected School-wide Learning Results (ESLRs), which detail our school community's expectations for what students should know and be able to do upon graduation. These ESLRs include the following:

Productive Individuals who:

- think critically and creatively
- collaborate and work well with others
- are self-motivated independent learners
- pursue goals with persistence and resilience.

People preparing for their future who:

- master and adapt to new technologies
- plan for post-secondary career & education
- understand the importance of physical well-being.

Effective Communicators who:

- master a useful and dynamic vocabulary
- convey thoughts clearly verbally and in writing
- understand and evaluate the ideas of others.

People of Integrity who:

- demonstrate loyalty, responsibility and honesty
- respect others and treat them with compassion
- serve their community and their world.

Knowledgeable Individuals who:

- master the Common Core State Standards in math, language, literature, history, science, the arts and technology, health, and physical education
- demonstrate skillful application of this knowledge in their daily lives.

SCHOOL DESCRIPTION

The Conejo Valley Unified School District is located 50 miles northwest of Los Angeles and serves a suburban, largely middle to upper middle-income 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 strong parent involvement and support. The community is rich with cultural, linguistic, and socioeconomic diversity. The community, as reflected by the parents of TOHS, consists of mostly active professionals with a high level of education. Of the parents surveyed, 62% are college graduates with 27% of the parents having advanced degrees. Our school community holds high expectations for all students as they matriculate through TOHS and move on to college or career. Post-secondary education is a common expectation among parents and students. Over 95% of all graduating students have enrolled in tertiary education, with 50% of those graduating attending community colleges, 45% attending other four year colleges/universities, 16% to the California State system, 22% to the University of California system, 17% attending out of state or private institutions, and 3% to trade tech or the military.

Thousand Oaks High School's ongoing effectiveness and influence as an educational cornerstone of the community reflects its leadership capacity, energy, and willingness to change. Demanding community expectations for achievement and behavior and dedicated professionals working together, help students learn subject matter and develop strong moral character. This school-wide commitment to high-quality education is known throughout the community as Lancer Pride.

TOHS serves grades nine through twelve and has a current student population of approximately 2,200 served by a teaching staff of 94. We have consistently earned regional, state, and national awards in athletics, yearbook and newspaper production, choir, band, drum line, color guard, Academic Decathlon, Mock Trial, dance, forensics, and athletics. Our legendary Lancer Band has marched on the national stage on many occasions over the last decade including the Rose and Fiesta Bowl parades and the 2016 Paris New Year's Day Champs-Elysees Parade.

In 2015 Thousand Oaks High School was one of three high schools in Ventura County and the only CVUSD high school to be honored by the California Department of Education as a California Gold Ribbon School for its innovative STEM cohort model program that integrates Computer Programming and Space Science and Engineering, a new UC/CSU "a-g" approved science course. Continuous school-wide program development and growth are the direct result of data analysis and ongoing collaboration among teams of teachers, parents, community members, and administrators. TOHS takes pride in educating the whole child by meeting each individual student's academic, socio-emotional, and physical needs through a comprehensive approach that provides a plethora of curricular and co-curricular opportunities, a supportive faculty and staff, five full-time guidance counselors, a full time psychologist, and an administrative team of five.

Teachers care about our kids! We utilize the Blackboard Connected automated phone notification system that allows staff to send regular communication via phone and e-mail and we are currently exploring this application's capacity to send mass text messages. Many of our school programs maintain Twitter accounts (@ThousandOaksHS) that enable staff to report our successes and keep the community informed about all events and happenings at TOHS.

Most important to the quality of life at TOHS is our outstanding students. Not only are they remarkable scholars, athletes, musicians, artists, and technicians, but our students are empowered members of the school community who regularly demonstrate that they are also concerned citizens of the world. Our students participate in national programs like Relay for Life, Pennies for Patients, Red Cross Blood Drives, and Toys for Tots. They also collect money, clothing, school supplies, personal hygiene items, and blankets for relief efforts and needy people at home and all over the world. In excess of 70 clubs offer opportunities to become involved and new clubs are forming regularly to meet student needs. Over 1200 students participate in athletics each year (approximately 55% of our students) and an equal number enroll in one or more of our arts programs. Both of these require substantial commitments of after-school time, whether for practice, competition, or performances. As a result, the TOHS campus is a lively place until well into the evening, on weekends, and even during holidays and breaks. The compassion and spirit of the students at TOHS serves as a source of inspiration to those associated with our school community.

CAASPP Data

The 2017 California Assessment of Student Performance and Progress (CAASPP) indicates that Thousand Oaks High School students out-performing their counterparts across the Conejo Valley Unified School District and within Ventura County and the State of California. The California Department of Education web site - <https://caaspp.cde.ca.gov/sb2017/Search> contains said data.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	514
Grade 10	536
Grade 11	619
Grade 12	528
Total Enrollment	2,197

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.7
Asian	5.8
Filipino	1.8
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	0.3
White	59.6
Two or More Races	3.6
Socioeconomically Disadvantaged	21.2
English Learners	3.1
Students with Disabilities	10.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	93	93	94	843
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	3	3	11	32

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: July 2017

All K-12 students have current standards-based textbooks in Math, Science, History/Social Science, and English/Language Arts. With each curricular cycle established by the State of California, the Conejo Valley Unified School District Board of Education adopts textbooks within the timeline provided and approves standards-aligned books for Grades 9-12. In addition, the State Board of Education provides approved lists from which the local Board of Education selects books and materials for Grades K-8. We have purchased sufficient standards-based textbooks and instructional materials for all students in English, Math, History/Social Science, Science, Health, and Foreign Language. Each year, sites receive specific Science supplementary funds for consumable laboratory expenses and/or equipment.

The process of selecting textbooks and materials involves the formation of a committee comprised of teachers and administrators representing all targeted grade levels and charged with the responsibility of reviewing current state standards and frameworks. This includes analyzing student data, writing courses of study (as required), and selecting and maintaining current instructional materials. Their goal is to achieve high academic standards for all of our TK-12 students. In addition, they review each major subject area and adopt under the guidance of the California Department of Education and State Board of Education by submitting recommendations to the Board of Education for final approval. The recommendation to the Board includes basic textbook materials as well as supplementary materials within the subject. CVUSD is currently working within the adoption process for Math at Grades 9-12. On October 17, 2017, the CVUSD Board of Education approved a resolution for the 2017-2018 school year declaring that the Conejo Valley Unified School District has provided each pupil with sufficient standards-based textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. he 2016-2017 school year declaring that the Conejo Valley Unified School District has provided each pupil with sufficient standards-based textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade 9: Pearson myPerspectives (2017) Core Literature: Of Mice and Men by John Steinbeck, Romeo and Juliet by William Shakespeare, To Kill a Mockingbird by Harper Lee; and one of the following: The Effect of Gamma Rays on...by Paul Zindel, A Tale of Two Cities by Charles Dickens, Bean Trees by Barbara Kingsolver, House on Mango Street by Sandra Cisneros, I Know Why the Caged Bird Sings by Maya Angelou, Princess Bride by William Goldman, The Hunger Games by Suzanne Collins, The Odyssey by Homer, Mythology by Edith Hamilton, Our Town by Thornton Wilder, Penelopiad by Margaret Atwood, Absolutely True Diary of a Part-Time Indian by Sherman Alexie</p> <p>Grade 10 CP/10 H: Pearson myPerspectives (2017) Core Literature: Antigone by Sophocles, Lord of the Flies by William Golding, and either Julius Caesar/MacBeth by William Shakespeare and one of the following: A Separate Peace by John Knowles, A Thousand Pieces of Gold by Ruthanne Lum McCunn, Bless Me Ultima by Rudolfo Anaya, Bless the Beasts and the Children by Glendon Swarthout, Cyrano de Bergerac by Edmond Rostand, Ender's Game by Orson S. Card, Glass Castle by Jeannette Walls, Life of Pi by Yann Martel, Skinwalkers by Tony Hillerman, Things Fall Apart by Chinua Achebe, Twelve Angry Men by Reginald Rose, Old Man and the Sea by Ernest Hemingway</p> <p>Grade 11 CP: Pearson myPerspectives-American Literature (2017) Grade 11 AP: Wadsworth, Inc.: American Literature, Single Volume, 3rd edition, Prose Models 11th Edition Core Literature: The Crucible by Arthur Miller and The Great Gatsby by F. Scott Fitzgerald and two of the following: Adventures of Huckleberry Finn by Mark Twain, Awakening by Kate Chopin, Bluest Eye by Toni Morrison, Catcher in the Rye by J.D. Salinger, Snow Falling on Cedars by David Guterson, The Scarlet Letter by Nathaniel Hawthorne, Death of a Salesman by Arthur Miller, Streetcar Named Desire by Tennessee Wiliams, The Glass Menagerie by Tennessee Williams, The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee, Into the Wild by Jon Krakauer, Raisin in the Sun by Lorraine Hansberry, Wild Truth by Carine McCandless, Things They Carried by Tim O'Brien, Road by Cormac McCarthy, Inherit the Wind by Jerome Lawrence and Robert E. Lee, Grapes of Wrath by John Steinbeck</p> <p>Grade 12 CP: myPerspectives-British and World Traditions (2017)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Grade 12 AP: Prentice Hall: Literature: An Introduction to Fiction, Poetry and Drama Core Literature: Hamlet by William Shakespeare and either 1984 or Brave New World by Orwell/Huxley and one of the following: Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson, Dracula by Bram Stoker, Frankenstein by Mary Shelley, Jane Eyre by Charlotte Bronte, Pride and Prejudice by Jane Austin, Wuthering Heights by Emily Bronte and one of the following: Pygmalion by George Bernard Shaw, Rosencrantz and Guildenstern are Dead by Tom Stoppard, Waiting for Godot by Samuel Beckett, Childhood's End by Arthur Charles Clark, The Kite Runner by Khalad Hosseini, The Stranger by Albert Camus, Forever King by Molly Cochran, Yellow Birds by Kevin Powers, Wild by Cheryl Strayed, Persepolis by Marjane Satrapi, Eaters of the Dead by Michael Crichton, Importance of Being Earnest by Oscar Wilde</p> <p>Grades 9-12 Language Intervention: Pearson iLit</p>		
Mathematics	<p>Algebra 1 CP: Glencoe Publishing Co.: California Algebra 1: Concepts, Skills, and Problem Solving (2007) Algebra 2: Glencoe Publishing Co.: Concepts, Skills, and Problem Solving (2007) Focus on Algebra 2: McDougal Littell: Concepts and Skills (2007) Algebra H: Key Curriculum Press: Discovering Advanced Algebra (2007)</p> <p>Focus on Geometry: McDougall Littell: Geometry: Concepts and Skills (2007) Geometry: Glencoe Publishing Co.: Geometry California Edition (2007) Geometry H: McDougall Littell: Geometry California Edition (2007)</p> <p>Functions, Statistics and Trigonometry: University ChicagoSMP: Functions, Statistics & Trigonometry (2015)</p> <p>Math Analysis CP: Glencoe Publishing Co.: Advanced Math Concepts (2005) Math Analysis H (Pre Calculus): Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016)</p> <p>Calculus: Prentice Hall: Calculus for Business, Economics, Life Sciences and Social Sciences, Calculus AP: Cengage: Calculus Single Variable, 8th edition (by Stewart) (2016)</p> <p>Computer Science AP: John Wiley and Sons, Inc.: Java Concepts for AP Computer Science (2014)</p>	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Statistics AP and CP: W.H. Freeman: Practices of Statistics:T I-83/84/89 Enhanced		
Science	<p>Biology CP: Glencoe Publishing Co: Biology – California Edition (2008)</p> <p>Biology H: Glencoe Publishing Co: Biology: A Molecular Approach (Blue Version) (2008)</p> <p>Biology AP: Pearson: Biology (AP Edition) (2015)</p> <p>Biotechnology: Pearson -Introduction to Biotechnology</p> <p>Chemistry CP: Prentice Hall School Division: Chemistry – California Edition (2008)</p> <p>Chemistry H: Glencoe/Macmillan/McGraw-Hill: Chemistry: Matter and Change (2008)</p> <p>Chemistry AP: McGraw: Chemistry AP Edition (2014)</p> <p>Geoscience: Prentice Hall School Division: Earth Science – California Edition (2008)</p> <p>Environmental Science AP: Brooks/Cole Publishing Co.: Living in the Environment: Principles, Connections and Solutions (2015)</p> <p>Marine Biology CP: McGraw-Hill Publishing Co. : Marine Biology – NASTA Edition (2008)</p> <p>Physics CP: Glencoe Publishing Co: Physics: Principles and Problems (2008)</p> <p>Physics AP: Brooks/Cole Publishing Co.: College Physics</p> <p>2007 - 2014 Adoption (New State adopted materials not ready at this time)</p>	Yes	0
History-Social Science	<p>World History: Prentice Hall School Division: World History – California Edition: The Modern World (2006)</p> <p>European History AP: Cengage: Western Civilization, Alternate Volume Since 1300 (2015)</p> <p>US History CP: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2006)</p> <p>US History AP: Cengage: America’s History, The American Pageant (2014)</p> <p>US Government CP: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2006)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>US Government AP: Longman, Inc.: Government in America (NASTA Edition) (2005)</p> <p>Economics CP/H: Prentice Hall School Division: Economics: Principles in Action-California Edition (2006)</p> <p>Human Geography AP: John Wiley & Sons, Inc.: Human Geography: People, Place, and Culture (2007)</p> <p>Psychology CP: Worth Publishers, Inc.: Exploring Psychology (2006)</p> <p>Psychology AP: Worth Publishers, Inc.: Myers' Psychology for AP, 2nd Edition (2016)</p> <p>Sociology CP: Wadsworth, Inc.: Sociology in Our times (2006)</p>		
Foreign Language	<p>Spanish 1, 2, 3 CP: Holt, Rinehart & Winston: Expresate! Spanish 1,2,3 (2012)</p> <p>Spanish 4: EMC Publishing: Aventura Level 4 (2012)</p> <p>Spanish 5: Cengage: Rumbos (2012)</p> <p>Spanish AP: Prentice Hall: Abriendo Paso Lectura (2012)</p> <p>French 1, 2, 3 CP: Holt, Rinehart & Winston: Bien Dit! French 1, 2, 3 (2012)</p> <p>French 4: Prentice Hall School Division: Allons Au De La, Reseau (2012)</p> <p>French AP: Vista Higher Learning: Themes, 1st Edition (2017)</p> <p>Chinese 1, 2 CP, Cheng & Tsui Co,: Integrated Chinese Level 1 Part 1; 3CP Integrated Chinese Level 1 Part 2; AP/5 Chinese Integrated Chinese Level 2 Parts 1 & 2</p> <p>Japanese: Heinle & Heinle Publishers, Inc.: Nakama 1b: Introductory Japanese- Communication, Culture, Context (2012)</p> <p>American Sign Language: Dawn Sign Press: Signing Naturally (2016)</p>	Yes	0
Health	Glencoe: Glencoe Health (2005)	Yes	0
Visual and Performing Arts	Bedford, Freeman, & Worth-Art History; Gardner's Art Through the Ages, Scenic Design and Stage Lighting, Stagecraft 1, Design, Principles and Problems Types of Drama Plays and Essays	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Hayden Books-Adobe Illustrator Classroom in a Book, Adobe Photoshop Classroom in a Book; Adobe Systems: Adobe Illustrator (Software, Document and Licenses), Adobe Photoshop (Software, Documents and Licenses), Adobe Pagemaker</p> <p>McGraw Hill: Creating and Understanding Drawings, Tonal Harmony</p> <p>National Textbook: Black and White Photography, Theater: Art in Action</p> <p>Neil A. Kjos Music Co - Master Theory Book 1- Beginning Theory, Foundations for Superior Performance, Master Theory Book 2 - Intermediate Theory, Master Theory Book 3 – Advanced Theory; Standards of Excellence, Jazz Ensemble Method for Group or Individual Instruction</p> <p>Noonday Press: Pottery on the Wheel, Handbuilding Ceramic Forms</p> <p>Prentice Hall: Art History, The Craft of Art and Clay; Rockport Publishers-Computer Graphics</p> <p>Wadsworth Publishing: A Creative Approach to Music Fundamentals, 7th Edition, Video Basics II</p> <p>W.W. Norton: The Enjoyment of Music; Warner Brothers Publications-20 Rhythmical Studies in Unison for Band, 40 Rhythmical Studies in Unison for Band, 101 Rhythmic Rest Patterns in Unison for Band, Symphonic Band Techniques, 204 Progressive Sight-Reading Tunes</p> <p>Watson Guptil: The Art of Watercolor</p> <p>Glencoe Publishing Company: Art Talk, Art in Focus</p> <p>Glencoe/McGraw Hill: Choral Connections, Television Production Today</p> <p>Davis Publications: Discovering Drawing, Claywork, Crafts, Focus on Photography, The Photographic Eye, Exploring Painting, A Beginner’s Guide to Video Communication</p> <p>Harcourt Brace College Publishers: Design, Principles and Problems; Putnam: Drawing on the Right Side of the Brain</p> <p>NTC/Contemporary: Journalism Today</p> <p>Iowa State University Press: Scholastic Journalism</p> <p>Alfred Music: Strictly Strings</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Prentice Hall: Chemistry: The Central Science Laboratory Experiments Allyn and Bacon -Laboratory Manual - Taffel 2007 Adoption	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

The District provides 7 full-time custodians at Thousand Oaks High School and they follow District-defined cleaning standards and schedules to ensure that the school provides our students and staff with clean, healthy, and attractive learning environments. Thousand Oaks High School was opened in 1961. Sited on 50.58 acres of land, the school has 96 classrooms, a multipurpose room, a library, and an administration building. The campus underwent a modernization beginning in 1997 with the addition of a new Performing Arts Center. In 2000, improvements included replacing and upgrading of underground utilities, restrooms, doors, and improving accessibility under ADA. Reconstruction and expansion of the swimming pool was completed in 2005. In 2006, a renovation of the gymnasium, including bleacher replacement, was begun. Modernization was finished with the science labs renovation in 2007. In 2009 the renovation of 6 exterior courtyards was completed along with heating project for the gymnasium. The current capacity at Thousand Oaks High School is 2,835 students. The District Site Inspection Team assessed the school on October 26, 2017

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC under replacement for 2017-18. Root intrusion in sewer.
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Gopher and termite inspection needed.
Electrical: Electrical		X		Clutter in electrical rooms.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Single-pane windows

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	80	81	66	67	48	48
Mathematics (grades 3-8 and 11)	58	59	58	59	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	608	583	95.89	80.79
Male	321	306	95.33	79.41
Female	287	277	96.52	82.31
Black or African American	13	12	92.31	66.67
American Indian or Alaska Native	--	--	--	--
Asian	39	38	97.44	89.47
Filipino	14	14	100	92.86
Hispanic or Latino	152	143	94.08	69.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	365	352	96.44	84.94
Two or More Races	20	20	100	85
Socioeconomically Disadvantaged	130	124	95.38	63.71
English Learners	32	28	87.5	28.57
Students with Disabilities	64	58	90.63	27.59
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	608	572	94.08	58.57
Male	321	303	94.39	59.74
Female	287	269	93.73	57.25
Black or African American	13	12	92.31	41.67
American Indian or Alaska Native	--	--	--	--
Asian	39	36	92.31	88.89
Filipino	14	14	100	78.57
Hispanic or Latino	152	142	93.42	37.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	365	344	94.25	63.95
Two or More Races	20	20	100	70
Socioeconomically Disadvantaged	130	122	93.85	32.79
English Learners	32	28	87.5	3.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	64	48	75	6.25
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	78	75	80	77	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

-Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The needs of students in Career Technical Education (CTE) programs are supported by administrators, counselors, the School-to-Career coordinators, teachers and the Student Study Team. The programs are voluntary and have a non-discriminatory recruitment and selection process. Teachers are provided with staff development, other resources, and time to develop instructional strategies that foster critical thinking, problem solving, leadership, and academic skills. Students receive support such as mentoring and tutoring. A high priority is also given to CTE programs, which have traditionally served at-risk students.

The District funds three full-time Career Education Coordinators at the comprehensive high schools and a part-time Career Education Coordinator at the continuation High School. One of their primary tasks is to increase our outreach to business, labor, and post-secondary education. In addition, information about local occupational needs is gathered from a variety of sources. District and school advisory panels include business partners, labor, post-secondary representation, teachers, counselors, and administrators. School-to-Career coordinators regularly attend Chamber of Commerce Education Committee meetings and the Area Coordinating Team (ACT) meetings. Labor Market Information for Ventura County is used to survey the fastest growing occupations for the period 2008-2018. All of this data and the Core Indicators generated for Carl Perkins reports are used by schools and the District to measure the effectiveness of their Career Technical Education programs and courses. The district also receives funding for our CTE pathways from the Carl Perkins grant and the California Career Pathways Trust grant.

Thousand Oaks High School offers five distinct Career Technical Education (CTE) pathway programs on campus. Each pathway incorporates the approved CTE standards which are cross-matrixed with the core academic courses. The CTE courses use project-based learning to help support academic achievement and engage students with hands-on instruction. CTE courses are not required for graduation, yet offer valuable opportunities for students to explore various career areas. The knowledge and experience gained through CTE courses can help guide a student toward a career path, and prepare them for their next step after high school, whatever that may be. The counseling staff informs the students and parents of the CTE course offerings at the annual course registration period. Individual teachers also recruit for their CTE courses in order to achieve the required minimum enrollment numbers in those classes. Students enrolled in CTE courses can further their career exploration by joining the extracurricular Majors Program (see below) and are eligible to join California-chartered Career Technical Student Organizations (CTSOs) of which Thousand Oaks High School offers DECA, FBLA, and Skills USA.

TOHS CTE Career Pathways

- Arts, Media & Entertainment (Design, Visual & Media Arts pathway)
- Photography
- Digital Media
- Building and Construction Trades (Cabinetry, Millwork & Woodworking pathway)
- Manufacturing and Product Development (Machining & Forming Technologies pathway)
- Engineering & Design (Engineering Design pathway)
- Marketing, Sales and Services (Entrepreneurship pathway)
- Health Science and Medical Terminology (Patient Care pathway)

Our curriculum includes courses that are tailored to the special needs of all students while maintaining high expectations in preparing the over 90% of our students who will attend college after graduation. A growing College-to-Career program offers interdisciplinary coursework and a Majors program focused on career interests as well as traditional content. The Entrepreneurs of Thousand Oaks, known as EThOS, Academy is a school within a school program rooted in Entrepreneurship and is designed for students who have an interest in becoming the Entrepreneurs of their generation. Through this Program, a cohort of tenth through twelfth grade students explore the world of small business development, entrepreneurship, marketing, and finance. Ninth grade students that are interested in entering the EThOS Academy enroll in an EThOS specific English 9 CP course that is known as a pre-academy course. Members of EThOS benefit from business partnerships with local entrepreneurs and small business owners. These professionals mentor and assist the teachers as necessary. EThOS is a California Partnership Academy program, that enjoys the support of our faculty, staff, community, District Office, and the CVUSD Board of Education.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	555
% of pupils completing a CTE program and earning a high school diploma	27%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	35%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.82
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	52.14

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.8	25.7	36.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent support at Thousand Oaks High School (TOHS) is legendary. At TOHS, we encourage parents to participate in school wide activities and provide them with information regarding events that are happening in the classroom and school wide. The communication between school and home is consistent, informative, and is provided in a variety of ways including emails, the school's web site, and via the all-call system. At TOHS, parents know that they are a vital part of the school community and that schooling is a partnership between our school staff, parents, and the community. Even more important, they know that the teaching staff is accessible and concerned about their needs. Direct questions about any of our parental and community involvement opportunities to the Thousand Oaks High School Activities Office at (805) 495-7491 x1006.

Parents volunteer as chaperones, assist individual teachers, feed our staff at PTSA-sponsored meals, and some even pray for us through a group called Moms in Touch. On the first day of school, parent volunteers and staff members arrive at 6:30 AM to begin handing out student schedules, handbooks, and identification cards so that all students enter their first class on time and prepared. Parents volunteer in the library for general assistance during orientation and textbook distribution. They also join several school wide committees:

- School-to-Career Advisory Committee
- The Center for Advanced Studies and Research
- Booster Club, (there are over 2000 student and volunteer participants in 24 booster clubs on campus)
- English Language Advisory Council (ELAC)
- Parent Teacher Student Association (PTSA)
- WASC Parent Committee
- School Site Council (SSC), in which parents and educators direct resources based on school wide goals as described within the TOHS Single Plan for Student Achievement (SPSA).

Athletic Boosters, Visual and Performing Arts Boosters, graduation helpers, library tutors, mock trial attorney and coaches, and Academic Decathlon coaches are all a part of the Lancer family of volunteers.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.2	1.7	0.5	2.3	1.8	1.2	11.5	10.7	9.7
Graduation Rate	97.96	97.42	98.94	97	97.36	97.7	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	98.59	97.81	87.11
Black or African American	100	91.18	79.19
American Indian or Alaska Native	100	100	80.17
Asian	92.31	98.68	94.42
Filipino	100	96.55	93.76
Hispanic or Latino	97.14	94.32	84.58
Native Hawaiian/Pacific Islander	100	90	86.57
White	99.45	99.08	90.99
Two or More Races	100	98.21	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	63.64	48.48	55.44
Students with Disabilities	94.44	88.17	63.9
Foster Youth	0	50	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.0	5.4	2.3	2.8	2.5	1.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.3	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Site specific District Disaster Preparedness Plans and School Safety Plans are developed, revised and updated each year through a collaborative process obtaining appropriate approvals. Safety plans address: a) child neglect and abuse reporting; b) disaster procedures; c) policies and procedures regarding dangerous students and bullying/harassment d) sexual harassment & nondiscrimination policies; e) dress code; f) safe ingress/egress; g) school rules related to discipline and safe schools. Likewise, all school sites routinely practice Fire, Earthquake and Lock Down drills throughout the school year. District policies and administrative regulations are reviewed and updated on a regular basis to remain present-day and consistent with current law.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies is located at all sites for daily use and in preparation for possible emergency use. Moreover, local bond dollars support needed physical and safety upgrades at all school sites.

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

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

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)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	34	46	23	23	38	45	24	23	38	39	24
Mathematics	28	20	9	45	28	16	21	35	30	9	22	33
Science	31	12	11	38	28	17	12	34	29	12	26	19
Social Science	28	16	17	36	30	11	15	40	30	10	18	33

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	423
Counselor (Social/Behavioral or Career Development)	0.9	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1.3	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	2.5	N/A
Resource Specialist	6.8	N/A
Other	24.8	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,773	\$933	\$5,840	\$66,180
District	N/A	N/A	\$5,923	\$78,911
Percent Difference: School Site and District	N/A	N/A	-1.4	-17.5
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-11.8	-16.2

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

Types of Services Funded (Fiscal Year 2016-17)

Per pupil expenditures include funds expended for all instructional services. These include transportation, food services, health services, counseling services / mental health services, instructional materials and maintenance. The Local Control Funding Formula provides the bulk of funding for nearly all programs with the exceptions of federal categorical allocations and state and local grants.

Categorical funding provides support for Special Education Services – (All Schools), Title I Services - PI transportation (school choice) and Alternative Support Services (Six elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners / LEP and Immigrant (All Schools) and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the district. The Conejo Schools Foundation, PTA’s and Booster Clubs contribute significantly to activities such as performing arts, athletics, academic competitions, etc.

Conejo Valley Unified also receives additional financial support through grant funding such as: College Readiness Block Grant - Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education – Ventura County Innovates (CTE) – (Middle Schools & High Schools).

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,318	\$48,522
Mid-Range Teacher Salary	\$73,732	\$75,065
Highest Teacher Salary	\$93,359	\$94,688
Average Principal Salary (Elementary)	\$112,121	\$119,876
Average Principal Salary (Middle)	\$114,880	\$126,749
Average Principal Salary (High)	\$126,794	\$135,830
Superintendent Salary	\$206,600	\$232,390
Percent of Budget for Teacher Salaries	43%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	5	N/A
All courses	18	34.3

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

Professional development strategies such as workshops, institutes and academies, as well as job-embedded activities relate to College and Career Readiness, Smarter Balanced Assessments, and other required proficiencies meeting the needs of all students. Professional development topics align with District and school site needs identified through and outlined within the District and schools' LCAP goals. Professional development for high school faculty and staff members align with each school's WASC action plan.

The District also provides a free New Teacher Induction Program to first and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

The Ventura County Superintendent of Schools Office offers a professional development series specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Multi-Tiered System of Supports, performance assessment, literacy intervention technology, supervision, evaluation, and leadership.

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

The District is committed to providing professional development activities to every educator to improve the instructional process and enhance student achievement. Teachers and administrators participate in full-day trainings to support instruction, including the opportunity to collaborate with their colleagues. In addition, the District provides all teachers with 18 hours per year of staff development completed outside of their workday related to curriculum, instructional technology, assessment, report cards, instructional strategies, and using data to close the achievement gap. These 18 hours are completed through a combination of resources including workshops, conferences, and online and virtual professional development.