

# Conejo Valley 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Conejo Valley High School
<b>Street</b>	1402 E Janss Road
<b>City, State, Zip</b>	Thousand Oaks, CA 91362
<b>Phone Number</b>	(805) 498-6646
<b>Principal</b>	Martin Manzer
<b>E-mail Address</b>	mmanzer@conejouisd.org
<b>Web Site</b>	www.conejouisd.org/cvhs
<b>CDS Code</b>	56 73759 5630108

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

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

Conejo Valley High School, a California Model Continuation High School, offers an outstanding alternative program for high school students in the Conejo Valley Unified School District. With strong support from the district's School Board, administration and comprehensive high schools, Conejo Valley High School is able to provide a varied curriculum to meet the needs of our students. The school and its staff are committed to giving students a place where they feel secure, providing students with hope, helping students to become resilient and assisting students to get on track for success.

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.

#### **SCHOOL DESCRIPTION**

Conejo Valley High School is designed for students whose unique educational needs require more individualized programs. Our alternative school allows acceptance and appreciation of students with differing abilities, interests, motivations, and learning styles. These differences are addressed by small group instruction and personalized education programs which allow students the freedom to try new skills, make and correct mistakes and experience success. This personalized approach encourages the students to master a core of knowledge and develop positive self-images, thus leading to self-acceptance, healthy personal lives and becoming productive citizens.

Conejo Valley High School was opened in 1974 as the Alternative/Continuation School for the Conejo Valley Unified School District. It is one of five high schools in the District, which provide services to a student population of over 6,000.

Combining the population of students in our programs, the school has a capacity of 195 students. Direct instruction is utilized in most classes. We also have individualized instruction which can be computer or text based. Students are placed in the classroom settings which meet their individual needs. This personalized program allows students to learn at their own pace and ability level. Students earn standard or college preparatory levels of credit. Courses other than Physical Education are limited to 22 students, but the average class size is one teacher per 18 students. Conejo Valley High School is accredited by WASC and was awarded Model Continuation High School Status in 2015. The certificated staff includes two administrators, one counselor, ten regular education teachers, one special education teachers and one part-time teacher in our Career and Technical Education Program. We also have a part-time, fully credentialed math tutor for our EL (English Learner) population. The classified staff includes two secretaries, one custodian, one health clerk, and one Instructional Media Technician. We also have a part-time college and career center technician, an EL coordinator and a food-services coordinator.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	11
<b>Grade 11</b>	35
<b>Grade 12</b>	57
<b>Total Enrollment</b>	103

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	1.9
Filipino	1.9
Hispanic or Latino	57.3
Native Hawaiian or Pacific Islander	0
White	36.9
Two or More Races	1
Socioeconomically Disadvantaged	64.1
English Learners	10.7
Students with Disabilities	9.7
Foster Youth	1.9

## 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	13	11		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

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

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>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Grade 11 CP: Pearson myPerspectives-American Literature (2017)</p> <p>Grade 11 AP: Wadsworth, Inc.: American Literature, Single Volume, 3rd edition, Prose Models 11th Edition</p> <p>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 Williams, 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> <p>Grade 12 AP: Prentice Hall: Literature: An Introduction to Fiction, Poetry and Drama</p> <p>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>		
<b>Mathematics</b>	<p>Algebra 1 CP: Glencoe Publishing Co.: California Algebra 1: Concepts, Skills, and Problem Solving (2007)</p> <p>Algebra 2: Glencoe Publishing Co.: Concepts, Skills, and Problem Solving (2007)</p> <p>Focus on Algebra 2: McDougal Littell: Concepts and Skills (2007)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Focus on Geometry: McDougall Littell: Geometry: Concepts and Skills (2007) Geometry: Glencoe Publishing Co.: Geometry California Edition (2007)  APEX Math Proficiency; APEX Algebra 1B; APEX Introductory Algebra		
<b>Science</b>	Biology CP: Glencoe Publishing Co: Biology – California Edition (2007)  Chemistry CP: Prentice Hall School Division: Chemistry – California Edition (2006)  Geoscience: Prentice Hall School Division: Earth Science – California Edition (2008)  APEX Biology CP	Yes	0
<b>History-Social Science</b>	World History: Prentice Hall School Division: World History – California Edition: The Modern World (2007)  US History CP: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2006)  US Government CP: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2005)  Economics CP: Prentice Hall School Division: Economics: Principles in Action-California Edition (2005)  APEX World History; APEX US History; APEX Multicultural Studies;	Yes	0
<b>Foreign Language</b>	APEX Spanish 1 CP		
<b>Health</b>	Glencoe: Glencoe Health (2005) APEX Health	Yes	0
<b>Visual and Performing Arts</b>	APEX Music Appreciation		0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Each fall, a team that consists of all or many of the following personnel, inspects each school in the Conejo Valley Unified School District: Site Administrator, Director of Maintenance & 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 observed condition 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 utilized 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 1 full-time custodian at Conejo Valley 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. Conejo Valley High School was opened in 1948. Sited on 5.73 acres of land, the school has 16 classrooms, a multipurpose room, a library, and an administration building. Adult restrooms were remodeled and four aging modular classroom buildings were replaced in 2009. The District has developed architectural plans for the construction of the Community Learning Center on vacant property on Janss Road, immediately to the west of the District Office. The CLC will serve as the new home for Conejo Valley High and Century Academy Schools. Construction will begin following final agency approvals and when funding is available. The current enrollment at Conejo Valley Alternative High School is 180 students. The school was inspected by the District Site Inspection Team 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Four HVAC units in need of removal and replacement. Sewer lines require extra maintenance due to age and roots.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Overhang needs roof work.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**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)	21	8	66	67	48	48
Mathematics (grades 3-8 and 11)	5	0	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	62	48	77.42	8.33
Male	37	28	75.68	14.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	25	83.33	0
White	28	19	67.86	15.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	33	76.74	0
English Learners	14	11	78.57	0
Students with Disabilities	--	--	--	--
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	62	52	83.87	0
Male	37	31	83.78	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	36	83.72	0
English Learners	14	11	78.57	0
Students with Disabilities	--	--	--	--
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)	8	19	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.

Conejo Valley High School has two Career Technical Education pathways:

The Social Entrepreneurship pathway offers students the opportunity to learn the skills and competencies of enterprise in a socially conscious manner. Classes include: Social Awareness (Participant), 21st Century Marketing (Concentrator) and Virtual Entrepreneurship (Capstone). The goal is to connect students' passions for helping others through projects and volunteering. Next students learn important business and marketing skills through the latest technologies. By the final class, students will have prepared a final business plan to be presented to a panel of industry experts. Currently, many of CVHS students work and use social media but have yet to do so in a venue that promotes their own social enterprise. This pathway is intended to lead to the creation of student small businesses with a desire to help improve their communities. Language Arts, math government and economics provide an abundance of germane assignments that relate to this pathway.

Cabinetmaking and Wood Products. The course sequence of: Wood1 (Participant), Wood Advanced (Concentrator) and Wood 2 (Capstone) take students from learning the basic skills of planning and using hand woodworking tools, to woodworking machines in Wood Advanced and then in Wood 2 the students work as individuals and together with teams to design and implement production projects that involve computer design, cost analysis, selection of materials, construction, marketing, and distribution of singular and mass production products. Students integrate other disciplines, including mathematics, English, science and visual arts into this course.

## Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	17
% of pupils completing a CTE program and earning a high school diploma	11%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28%

## 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	72.12
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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

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)

At Conejo Valley High School, parents are encouraged to participate in the School Site Council (SSC), District Advisory Council (DAC), English Learner Advisory Committee (ELAC), Job Shadowing, WASC self-studies and our Back to School Night in the. We also offer several parent information nights regarding college access, financial aide, parenting skills and pertinent community information as it relates to teens. These are available through the school and district. Parents are notified by phone and e-mail with Parent Link and our website is regularly updated. For further information contact the school at 498-6646 x 204.

### 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	24.4	13.6	13.6	2.3	1.8	1.2	11.5	10.7	9.7
Graduation Rate	74.36	86.44	78.79	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	78.33	97.81	87.11
Black or African American	50	91.18	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	98.68	94.42
Filipino	0	96.55	93.76
Hispanic or Latino	70.97	94.32	84.58
Native Hawaiian/Pacific Islander	0	90	86.57
White	92	99.08	90.99
Two or More Races	100	98.21	90.59
Socioeconomically Disadvantaged	77.14	100	85.45
English Learners	33.33	48.48	55.44
Students with Disabilities	27.27	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	32.9	19.2	25.0	2.8	2.5	1.8	3.8	3.7	3.6
Expulsions	2.9	0.0	0.0	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	4	43			4	36			4	26		
Mathematics	3	44			2	40			2	40		
Science	7	11			4	16			8	7		
Social Science	5	35			4	33			5	29		

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	1.0	105
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist		N/A
Other	4.1	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	\$26,103	\$725	\$25,378	\$68,845
District	N/A	N/A	\$5,923	\$78,911
Percent Difference: School Site and District	N/A	N/A	124.3	-13.6
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	117.7	-12.2

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		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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.